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ABSTRACT

This guide outlines a curriculum that was designed to help students develop competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS) as being necessary to succeed in marketing. Included in the guide are 19 assignments organized into 7 sections as follows: good health and good looks (staying healthy; staying clean and maintaining teeth; and grooming skin, hair, and hands); clothes (selecting and caring for clothes and planning a young man's and woman's wardrobe); defining oneself (personality, image, and ways of relating to others); assessing one's skills and defining one's goals (career goals and personal inventories); on the road to a career (resumes and interviews); shaping the future (things expected on most jobs, how jobs become careers, communication on the job, money management, and stress management); and creating opportunities (employee-manager relationships and success on the job). Each assignment includes objectives, instructional text, questions, and suggested learning activities. The accompanying answer book/teacher's guide contains suggestions for using the curriculum guide for independent study and classroom instruction, a correlation of assignments and objectives with SCANS competencies, and list of SCANS competencies and skills. (MN)

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PREPARING TO SUCCEED IN MARKETING

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Preparing to Succeed in Marketing

By

Marybeth Gavin
and
Gary Foster

Published by

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

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(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

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TITLE VII, CIVIL RIGHTS ACT OF 1964: EXECUTIVE ORDERS 11246 and 11375; TITLE IX 1973 EDUCATION AMENDMENTS: REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

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Foreword

For a number of years Educational Resources has published a series of *YOU* manuals for individualized instruction. They addressed the foundational skills needed by all students planning to begin a vocation by starting on a first job. The latest in the series is *YOU: A Guide for the Personal Development of Young People,* and it is still available for general use.

However, a year ago it became obvious that a new publication directed at the needs of students planning to go into marketing would be well received. It was clear that many of the foundational skills in the national curriculum framework, as well as many of the essential elements for Marketing Education I, could best be addressed by a publication designed for individualized instruction. This approach makes it easier to weave instruction on these topics into this busy course. At the same time, teachers might select some subjects for classroom presentations.

The *Curriculum Guide for Marketing Education I* features a correlation chart telling how *Preparing to Succeed in Marketing* fits the course. However, even a quick reading of the Contents page will provide students and teachers an overview of what is considered important.

In addition to the correlation chart found in the *Curriculum Guide for Marketing Education I,* a crosswalk was developed to show the correlation of the assignment objectives to the competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS). This crosswalk, located in the accompanying Answer Book/Teacher's Guide, provided an opportunity for marketing educators to first understand and then integrate the foundation skills and workplace competencies associated with high-skill, high-wage jobs into marketing education curriculum development and application in the classroom.

Preparing to Succeed in Marketing was developed by Marybeth Gavin of Austin. Ms. Gavin also wrote the 1991 Educational Resources publication *Tourism and Hospitality Marketing,* which reflects interviews with people in marketing, as well as additional research. Gary Foster is also due credit, because much of the content comes from the *YOU* publication he wrote for Educational Resources in 1982. He has also written one of the manuals in EIMC's new series for co-op students in entry-level supermarket jobs.

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Credit is also due to other members of the Marketing Education Curriculum Advisory Task Force. Initial planning for this and other materials began with the August 1991 meeting of the MECATF group. For 1991–92 they include all the Project Advisory Committee members plus these ME teachers: Fran Gore, Brenham High School; Nelda Shipp, Mineola High School; Sheryl Lynn Nelson, Tuloso-Midway High School, Corpus Christi; Chris Huffman, Brady High School; Kris Gossom, Wichita Falls High School; and Sandra Telles, Coronado High School, El Paso.

The Center also recognizes with sincere appreciation Berry Sullivan, State Director of Marketing Education, and Emmett Eary, both of the Texas Education Agency, Austin, for their guidance and support of this project.

Introduction

When we talk about careers, we include the lifetime of work that one person will accomplish. Beginning with the first job, and concluding with retirement, an individual's career will consume more time than any other activity. On average, you and I will invest about 80,000 hours in our work. How we decide to spend this time is one of the major decisions of our lives. This decision determines to a large extent the income we make, the standard of living we achieve, how we perceive ourselves, and how others see us. Most importantly, it influences our happiness. Consequently it is important that we recognize the impact that work will have on our lives so that we can plan and prepare for the journey ahead.

A career can be comprised of a job or a series of jobs within one field or category, or work that spans several different fields. For example, while in high school, you may earn spending money stocking inventory in a department store. After graduation, you might decide to work in the store in a sales position. Recognizing your hard work and talent, the store's management may promote you to department manager or buyer. Though this work involves several different positions, all of them are in the single field of retail marketing and sales.

Changing the above scenario, let's suppose you decide to earn expense money working at a day-care facility after school. This interest leads you to pursue a teaching certificate at the local university. You work as an elementary school teacher for several years, specializing in computer instruction. Your computer skills eventually lead you into a corporate job where you are responsible for training employees how to use the company's computer system. In this situation, you continued to perform the same basic work—training—but the field changed from elementary education to computer training.

The point is, your career starts with your first job. This initial employment experience establishes the path in a journey that spans a lifetime. This path is not necessarily direct: you may choose several different roads that lead to a variety of destinations. But it is important to remember that each step counts and that anything you can do to reach further down the road speeds success.

Who you are at home and at work incorporates all aspects of your physical health, self-image, education, and skills. All of these factors combine to make you an individual. For most of us, each of these characteristics can be developed more fully, so that we can reach our individual potential. Each time you improve yourself, you take a giant personal step. Similarly, each of these factors influences how you perform in a professional capacity. If you are healthy, have worked at your education, and demonstrate effective skills, you will be a valuable employee. Each time you improve yourself, you also take a giant career step.

Maintaining your physical health requires that a good diet, regular exercise, and adequate rest be a part of your normal routine. Healthy people greet each day as an adventure. On the job, they are ready to face new challenges and maximize their productivity.

How you present yourself to others is a reflection of how you see yourself. The way you define what you see is called your self-image. If you were to describe yourself right now, what kind of adjectives would you use? Words like *happy, bright, intelligent, motivated, attractive,* and *strong* indicate a positive self-image; descriptors such as *sad, dull, stupid, lazy, ugly,* and *weak* suggest a negative self-image.

When you feel good about yourself, it shows. Your attitude, posture, clothing, and grooming make statements about your self-image. Other people respond to you based on the image that you reveal. When you feel wonderful, you look good and approach life enthusiastically. Your friends, family, and co-workers enjoy your company, want to be with you, and respond positively to your enthusiasm. Being aware of the image you create enables you to make sure that others see you the way you want to be seen. On the job, if you feel good about yourself, your capabilities, and your accomplishments, your co-workers and management will appreciate who you are and recognize your competence.

Education and training pave the way for the journey that lies ahead. In addition to statistics that suggest increased earning power, education and training provide you with tools to direct your career and your work experience. You are much more likely to enjoy a job that you have planned for than one that you have accepted by default.

Education and training also prepare you for changes in the workplace. In an effort to increase their efficiency, businesses are usually the first to invest in technology. Advances in computer systems and telecommunications equipment appear in corporate settings long before they are marketed for school or home use. In this environment, the employee already familiar with the technology, or demonstrating an eagerness to learn the new system, possesses a definite advantage over an employee who is unwilling to learn. Education and training supply you with alternatives that translate into choices, and choices lead to new opportunities.

Your physical health, self-image, education, and training guide the road to your success. This text maps out some of the signposts that you will encounter along the way. No shortcuts exist, but knowing what's expected, what to look for, and who can help you will speed you on your journey.

SECTION I.
YOUR GOOD HEALTH AND YOUR GOOD LOOKS

1: Staying Healthy: The Role of Exercise, Fitness, and Diet
2: Staying Clean and Maintaining Your Teeth
3: Grooming Your Skin, Hair, and Hands

1

Staying Healthy: The Role of Exercise, Fitness, and Diet

Objectives: After completing this assignment, you will be able to—

1. *list five simple health care rules;*
2. *explain the meaning of true physical fitness;*
3. *cite three things to do to improve physical fitness;*
4. *explain the benefits of daily exercise; and*
5. *list the four ways the food you eat affects you.*

Your health is one of your most precious possessions. You show on the outside how you feel inside. When you feel well, you project a strong, healthy image to your employers and to friends.

Your good health will affect your ability to work, too; healthy people can work harder than unhealthy people. Healthy people also miss less work. Being healthy, working hard, and missing little work because of illness will make your employer happy.

Develop Good Health Habits

Since you have only one body, it is to your advantage to take care of it. With a little practice, you can become skilled at tending to your own health needs. Good health habits require a little self-discipline, but in the long run they pay off. You can start on your way to successful living by observing these five simple health care rules.

Get enough sleep every night. Many things can and will happen to get you off schedule. Try to set a time to go to sleep every night and a time to wake up each day. If you get off schedule, go to bed early enough to allow for seven to nine hours of sleep. Remember, you can never make up for lost sleep.

Eat the right foods. The first rule of good nutrition is simple. Avoid diet fads. To do this, you need to be careful about the food you select, especially snacks. Soft drinks with a lot of sugar, candy bars, or a handful of chips provide no nutritional value. Drinking a cola in the afternoon will not ruin your health, but more than one every day will certainly not help it. Use good judgment when you eat snacks. Too many of them are bad for your health.

Care for your teeth. Practicing good dental hygiene ensures that your teeth remain healthy and your smile attractive. If you take care of your teeth, eat the right foods, and see your dentist regularly, there is a good chance that you will never have to replace them.

Get plenty of exercise every day. If you enjoy exercise, you are lucky. If it is something you face reluctantly, you have a problem. To solve the problem, set up an exercise program for yourself. Find an activity that provides you the means to exercise. Take up an active sport. You might try a challenging sport like tennis or a simple sport like bike riding. Or try walking—it's one of the best exercises there is.

Be kind to your eyes. Your eyes are the only ones you will ever have, so it makes good sense to take care of them. If you have imperfect vision, see an eye doctor early. Most vision impairments can be improved with corrective lenses or glasses.

Exercise and Fitness

Physical fitness means more than having strong muscles and endurance. True physical fitness means having the best possible health plus the ability to do everyday tasks and meet emergencies if they arise.

As a physically fit individual, you will enjoy life to the fullest. You will have energy for a full day's work, plus enough vitality to enjoy leisure-time interests after work. Total fitness involves you not only physically, but also mentally, emotionally, and socially.

When you are in good physical condition, you usually feel good. You are free to choose an active, busy life or to be idle at times. Less fitness means less freedom. Feeling tired, sore, and "dragged out" means you can't do as much. And you risk missing out on the challenges and excitement of life.

In addition to having periodic medical checkups, you can do three things to improve your fitness: participate in active sports; get plenty of sleep; and have a regular exercise program.

Active Sports

Active sports will round out your fitness program. If you are already active in outdoor and indoor sports, you can encourage others to get involved.

Why not choose one or two sports you can enjoy on a regular basis? Biking, bowling, and dancing are not too difficult for the average person. Basketball, swimming, and roller or ice skating offer challenge and excitement for you and a group of friends. Organized sports like tennis, volleyball, and team swimming are also excellent. And unorganized sports such as hiking, surfing, and skiing are good vacation alternatives. You can't lose with any of these choices. Sports provide fun while promoting your physical fitness.

Daily Exercise

In addition to active sports, doctors and fitness experts recommend daily exercise to maintain peak physical condition. Twenty to thirty minutes of exercise each day strengthens your heart and keeps you mentally and physically alert. Walking, jogging, participating in aerobic classes, or working out at the local gym are just some of the ways to achieve your exercise quota.

Sleep

True physical fitness requires that all of our physical needs be satisfied. Exercise promotes fitness only if we make sure that other requirements of good health, such as adequate rest, are part of our personal fitness program.

Scientists who have researched individual sleep patterns have determined that not everyone needs the same amount of rest. While you may require at least seven hours of sleep each night, other members of your family may get by on less.

Sleep studies have also established that daytime fatigue is usually not caused by a lack of sleep. Boredom, anxiety, and depression are often the reasons for a person's lack of energy during the day.

Each of us can sense when we need more sleep. Irritability and tension are common indicators suggesting that more sleep is necessary. Physically, our bodies respond to inadequate rest with bloodshot eyes and dark circles under them. To avoid these symptoms, each of us needs to ensure that we get the sleep our body requires.

If you occasionally have trouble falling to sleep, the following suggestions might help:

1. Schedule a routine bedtime.
2. Take a warm bath to help your muscles relax.
3. Drink some warm milk.
4. Read a few minutes after getting into bed.

Eating Right

Why do you eat? "Food, glorious food!" sang Oliver Twist and the other orphans in the movie *Oliver!* "Food, glorious food!" they cried out with glee to celebrate the best part of their day. You probably feel the same way about food; most of us like to eat.

Exercise alone will not keep you in top shape if you are not following a good diet. Right now is the time to start good eating habits, and stick with them. Many adults look back on their teenage years with less than fond memories. Several problems, often related to eating habits, were common to them when they were teenagers. Becoming overweight or underweight, experiencing a lack of energy, and breaking out with acne are some of the effects of poor eating habits.

Effects of Proper Eating Habits

Proper eating improves your appearance. Healthy skin, hair, eyes, and teeth are all the result of a good diet. Healthy skin needs vitamins A and C, plus some vitamin B. Vitamins A and D are required for good teeth. The foods that provide the right nutrients for attractive hair, eyes, and teeth also help keep you trim. Friends and employers react to the way we look, so eat properly.

Proper eating affects how you feel and what you do. Vitamins won't make you smarter, but eating properly will go a long way toward making you fit, happy, alert, and healthy. You will do better work at school and on the job if you are healthy. You'll also have time and energy left over for the things you enjoy doing.

Proper eating affects how you act. If you constantly feel tired, it will be hard to show an interest in other people, listen to them enthusiastically, and understand their needs. Eating right will enable you to handle physical and mental stress.

Proper eating habits affect your weight. This should come as no surprise. Exercise alone will not keep you in good shape. What and how you eat will also make a difference in how you fit into your clothes. If you want to shape up, develop good eating habits.

Meal Planning

A well-planned diet begins with a good breakfast every day. Many people don't eat a good breakfast, and others don't eat breakfast at all. Common excuses for not eating breakfast are "I don't have time," "I'd rather sleep," "I'm not hungry," or "I want to lose weight."

A good breakfast will give you quick energy to start the day as well as the energy to carry out your morning activities. A simple breakfast is citrus fruit or juice, cereal or toast, and a milk drink. Whole grain breads and cereals, containing a minimum amount of sugar, are the most nutritious choices. Eat a good breakfast. It's a good start for a good day.

Your nutrition for the remainder of the day depends on planning and eating regular meals. The mealtimes don't need to be rigid; they can be changed to meet your schedule. However, you should always make sure you eat a variety of healthy foods, including fresh fruits and vegetables; dairy products, such as low-fat cheeses, milk, and yogurt; whole grain breads and cereals; and lean meats (see fig. 1). Resisting the temptation to fill your diet with high-calorie, high-fat, fast foods will pay off in the way you feel.

If you want to enjoy every day, you need to eat correctly. Eating correctly will give you the strength you need for a day's activity and will help you build the type of body you want.

Summary

Taking the steps to ensure that you stay healthy not only provides the personal benefits of feeling good about yourself but also makes you a more valuable employee. Feeling good translates into additional energy that you can direct toward your work. You are much more likely to reach your potential if you feel good. Employers are conscious of their employees' productivity and notice its reduction as a result of sick time. Developing healthy habits as a result of sleeping, exercising, and eating properly means that you will be at work every day to help your employer get the job done.

Questions

1. What are five simple health care rules?
2. What are the three things you can do to improve your physical fitness?
3. How will daily exercise help you?
4. What are four ways in which proper eating affects you?

Activities

1. Make a list of the habit or habits you have now that should be changed for health reasons.
2. Make a list of the exercises you do during a week. Write down the amount of time you spend at each. Do you think you exercise enough? If not, how could you improve? Explain.
3. Keep a log of the breakfasts that you eat during the week. Do they include whole grains, fruit, and dairy products? Report your record, including ways you could make the meal more nutritious.

Food Guide Pyramid

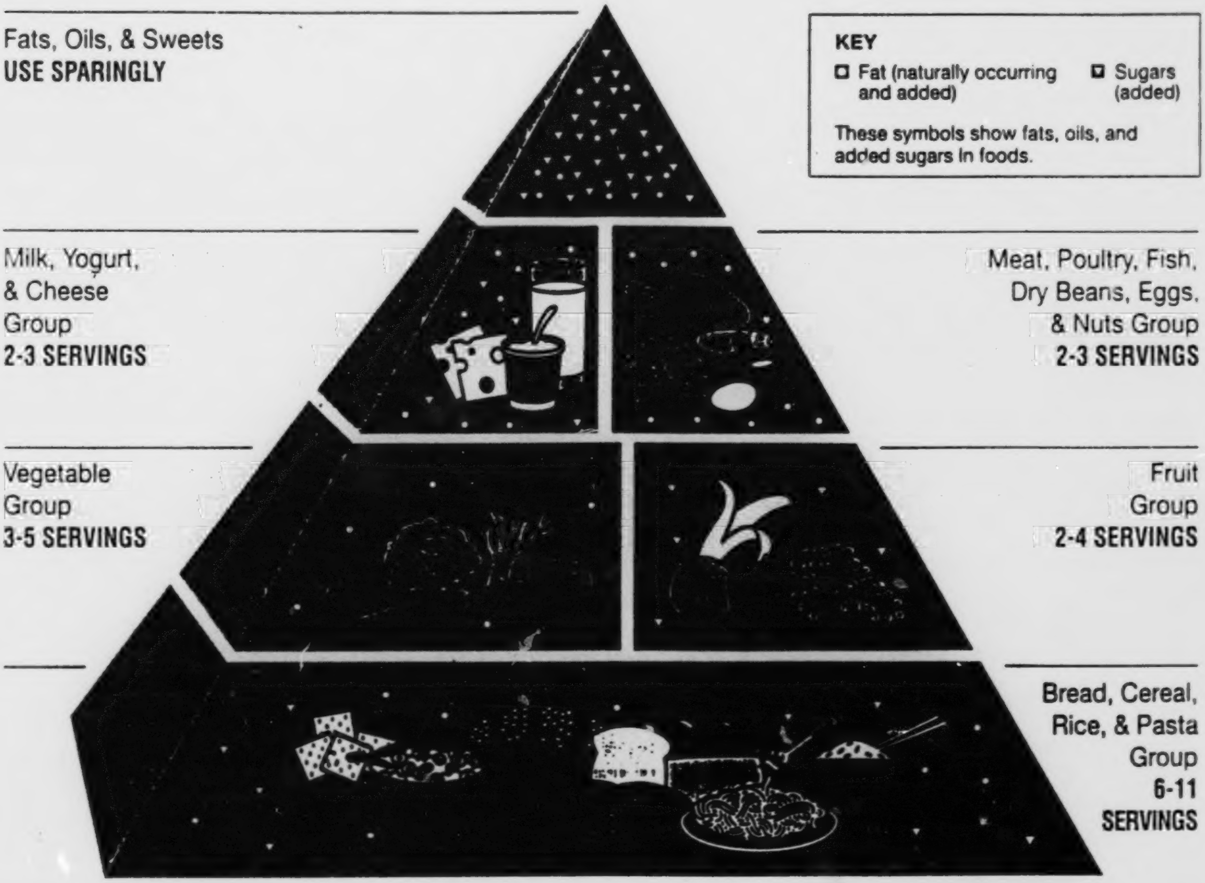

Fats, Oils, & Sweets
USE SPARINGLY
KEY
◻ Fat (naturally occurring and added)
▣ Sugars (added)
These symbols show fats, oils, and added sugars in foods.
Milk, Yogurt, & Cheese Group
2-3 SERVINGS
Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group
2-3 SERVINGS
Vegetable Group
3-5 SERVINGS
Fruit Group
2-4 SERVINGS
Bread, Cereal, Rice, & Pasta Group
6-11 SERVINGS

Fig. 1. A guide to daily food choices (Courtesy of U.S. Department of Agriculture, Human Nutrition Information Service)

2

Staying Clean and Maintaining Your Teeth

Objectives: After completing this assignment, you will be able to—

1. *explain why you should bathe daily;*
2. *discuss how and why to use soap;*
3. *explain how deodorants can help you;*
4. *explain the concept of preventive dentistry;*
5. *describe plaque, and explain its role in tooth decay; and*
6. *explain the correct techniques for brushing and flossing teeth.*

Good grooming starts with a wholesome, healthy physical appearance. This includes a clean body and well-cared-for teeth.

Cleanliness is one of the most important parts of good grooming. Cleaning your body and maintaining good dental hygiene are the first steps to good grooming. You should bathe daily to remove the dirt, perspiration, pollution, and bacteria that collect on your body. In addition, brushing your teeth should be worked into your routine at least twice a day.

The Problems

Sweating. One result of infrequent bathing is body odor. Sweating is a normal and healthy function. Sweat comes from the eccrine glands, which prevent your body from overheating. They secrete a clear, colorless liquid that helps to keep your skin moist. When the liquid is absorbed into the air, this process—evaporation—takes heat away from your body.

You sweat when you work, when you exercise, and when you are under emotional pressures like tension, fear, or pain. The eccrine glands on the soles of your feet and palms of your hands are always secreting sweat. Emotional pressures cause the amount of sweat to increase. The eccrine glands under your arms produce sweat as a result of heat and emotion. The rest of your body sweats only when you work, exercise, or undergo emotional stress.

Another gland, the apocrine gland, causes the odor you smell when you sweat. This gland secretes a milky liquid made up of fatty matter, ammonia, and cell particles. The liquid is broken up by the bacteria that collect on your body when you do not bathe, producing what you may call "body odor." These bacteria grow especially in your underarm area.

Pollution. You also get dirty when you are exposed to pollution. Chemicals—automobile exhaust, factory emissions, smoke from fireplaces and outdoor grills—are constantly adhering to your body.

Dirt. Pollen and dust settle on your skin all day long. If you are active, dirt collects on your body. Playing sports, working, and cleaning up around the house all get you dirty.

The Solutions

Washing with soap and water is the only way to stop the odor of sweat. This also removes the bacteria, pollutants, and dirt from your body. Taking a bath or shower every day will help you have a clean, odorless body.

When to bathe. The best time for a bath (or shower) is when you will not delay others. Of course, if you are lucky enough to have your own bathroom, you can pick your own time to bathe.

Many people who prefer to bathe in the morning say it is a good way to start the day. Others who prefer to bathe at bedtime say it helps them relax and fall asleep. As long as you bathe daily, either time will be good for you.

Some people think that winter bathing causes colds and body aches. But no matter what the temperature is, you perspire, you get dirty, and you need a daily bath. In cold weather, you may want to reschedule your bath. Instead of bathing in the morning just before you leave for school or work, switch to a bath at bedtime.

Deodorant. Using a deodorant after a bath will help you keep your body free of unpleasant odors. Don't think of deodorants as a substitute for washing. They do not remove bacteria; they only slow down their growth. A deodorant that contains an antiperspirant such as aluminum chlorohydrate will reduce the flow of perspiration and cut down on some of the wetness. Although there are many nicely scented deodorants, you may want to use a nonscented deodorant instead. Either kind will help slow down the growth of bacteria.

You can both protect your skin and improve your image by bathing daily. However, be careful not to bathe more than one or two times a day. To do so can dry out your skin or change the amount of oil your body secretes.

Your teeth. Your smile is one of the greatest things you can give to other people. Whether you laugh or frown, your teeth will show others how you take care of yourself. To make a better impression, you should do everything you can to keep your teeth strong and healthy.

Preventive Dentistry

Go for a dental checkup as soon as you can afford to, and go regularly after that. Having regular checkups is the first step to proper care of your natural teeth. Don't just worry; do something about your dental health. If you have the money for a dentist, great! If you don't, see a public health clinic, or save the money to see a dentist.

The emphasis in modern dentistry is on the prevention of dental decay and disease. You can prevent these from going far enough to cause a major dental problem. If your teeth are not growing right, preventive dentistry means correction before there is serious damage.

During an examination, the dentist will—

1. examine your teeth to make sure they are growing properly;
2. examine your gums for disease;
3. clean your teeth to remove stains and tartar;
4. check your teeth for cavities (catching a small cavity early might mean the difference between keeping or losing a natural tooth); and
5. help prevent tooth decay by applying fluorides to your teeth to harden tooth enamel.

What Can Go Wrong?

Teeth are living parts of your body. They have nerves and blood vessels. If they are not cared for properly, they can cause pain, die, and fall out. It is important that you understand what causes dental diseases and how to prevent the loss of your natural teeth.

Tooth enemy number one is plaque, a sticky colorless film of bacteria that is constantly forming on your teeth, especially around the gum line. Everyone has plaque. If you fail to remove the plaque on your teeth by brushing and flossing, it builds up and gets beneath the gum line. It hardens into tartar. The tartar provides more hiding places for the plaque to collect and to attack your teeth and gums. This results in tooth decay and gum disease (see fig. 1).

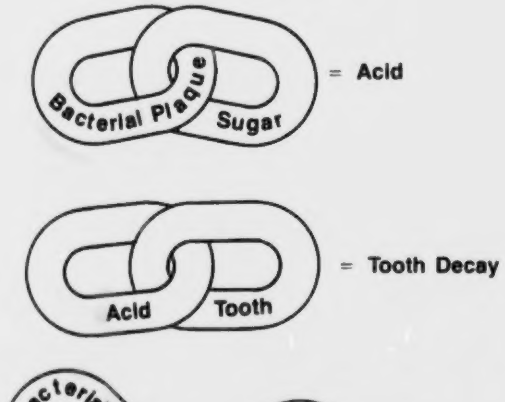


Fig. 1. The plaque chain

Allowing plaque to collect on your teeth causes tooth decay. The bacteria in plaque thrive on sugar. They change sugar into decay by causing acids that break down the hard enamel on your teeth. If the decay is not treated, it goes deeper and deeper into the tooth. Finally, it reaches the nerves and blood vessels of the tooth.

Gum diseases are also caused by plaque. The bacteria in plaque create poisons that attack your gums. The gums pull away from your teeth and trap more bacteria and food particles in small pockets. The bacteria surround the bone that surrounds and supports your teeth. Once this happens, the bone begins to shrink, and your teeth loosen and fall out. You probably want to brush your teeth now, right?

Do your gums bleed when you brush your teeth? Do you have tender gums and bad breath all the time? Are your teeth loose? These are all signs of gum disease that should be checked by a dentist.

Cleaning Your Teeth

You should clean your teeth at least once a day. The best time to do this is at night, but you should also brush in the morning. Take about five to ten minutes to do it right. Your goal is to clean all of the plaque off of your teeth. Cleaning your teeth well will require brushing, flossing, and rinsing.

Brushing. Brushing removes plaque and food particles from the outer, inner, and biting surfaces of your teeth. It is important to brush all of the teeth, but you should not brush too roughly, because to do so could injure your teeth and gums.

You must have a good toothbrush to brush your teeth properly. Buy one with soft bristles. Soft bristles will not injure your gums. The head of the toothbrush must be small enough to let you reach each tooth. Replace your toothbrush every two months. A worn-out brush cleans poorly, and bent bristles may hurt your gums. Follow these rules for best results (fig. 2).

1. Place the head of your toothbrush toward your teeth, with the bristle tips angled against the gum line.
2. Move the brush back and forth with short strokes several times. Use a gentle, scrubbing motion.
3. Brush the outer surfaces of each tooth, uppers and lowers, keeping the bristles angled against the gum line.
4. Use the same method on all of your upper and lower teeth, with the same back-and-forth strokes.
5. For your front teeth, brush the inside of your upper and lower jaws by tilting the brush vertically. Make several gentle up-and-down strokes with the front part of the brush. Brush both the teeth and the gum surfaces.

Flossing. Flossing removes plaque and food that you cannot reach with your toothbrush. Floss is an inexpensive item found at any drug counter near the toothbrushes and toothpastes. You can find many kinds of dental floss but unwaxed dental floss or dental tape is best. Dental floss also comes in good-tasting flavors. To floss, follow these easy steps:

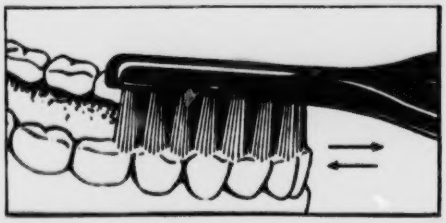
1. Break off 18 to 24 inches of floss, and wind most of it around one of your fingers.
2. Wind the rest of the floss around the same finger on the opposite hand. This finger can take up the floss as you use it.
3. Use your thumbs and forefingers with an inch of floss between them. (See fig. 3 for correct finger positions.)
4. Slip the floss between a pair of teeth. Do not try to snap floss through a tight area. Instead, work it gently back and forth until it passes through.
5. When the floss reaches your gum line, curve it onto a C-shape against one tooth. Gently guide it into the space between the gum and tooth until you feel resistance.
6. While holding the floss tightly against the tooth, move the floss away from the gum. Scrape the floss up and down against the side of the tooth.
7. Curve the floss into a C shape against the other tooth in the pair, and repeat the same procedure.
8. Repeat the procedure with the rest of your teeth.

Rinsing. After you brush and floss, you should rinse out your mouth to remove any remaining food particles. Use at least three

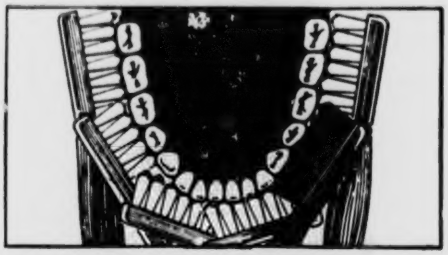
How to Brush the Teeth and Massage the Gums

BRUSH ALL SURFACES OF EACH TOOTH

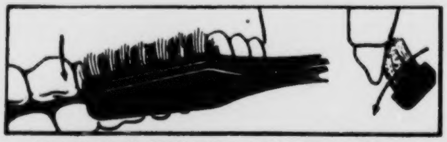
Proper brushing helps prevent dental ailments. Improper brushing can cause permanent injury.



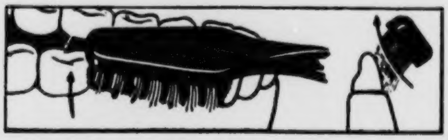
1. BITING SURFACES. First brush the biting surfaces of all teeth thoroughly. Use the brush so that the bristles are flat against the biting surfaces. Brush vigorously to remove food particles from all crevices. Repeat each stroke ten times.



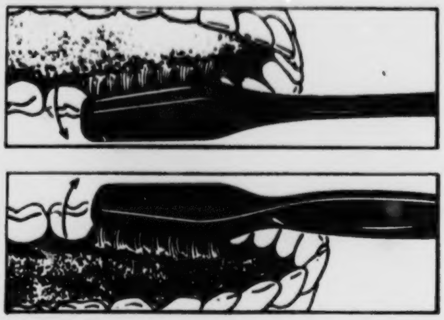
2. BRUSH ONE SECTION AT A TIME. Divide both the upper and lower dental arch into six imaginary sections as shown. Each section is slightly narrower than the length of the brush so that the brushing operations overlap to clean every bit of outside surface.



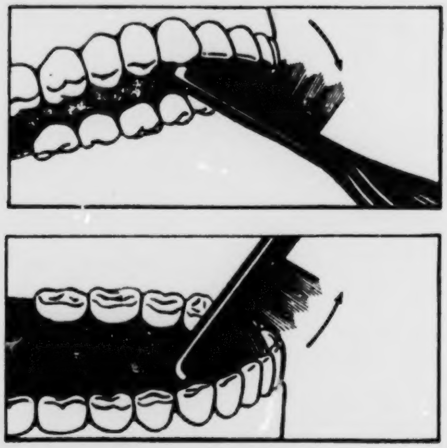
3. OUTSIDE SURFACES, UPPER ARCH. Brush each of the six outside sections separately. Place the brush on the gums at a slight angle as shown above. Brush DOWN on the gums and teeth with a slight rolling motion. Brush gently at the beginning of the stroke in order to give the necessary massage to the gums. Put more vigor and twist in the end of the stroke. Imagine that you are trying to pick between the teeth with the bristles. Repeat each stroke ten times.



4. OUTSIDE SURFACES, LOWER ARCH. Do exactly the same thing on the lower arch, except that you brush UP instead of DOWN.



5. INNER SIDE SURFACES. For the inner surfaces of all teeth except those in the front, use the same technique as suggested for the outer surfaces. The rolling, gum massage stroke is very important here. The inner surfaces of the molars often are neglected. Make sure that they get at least ten strokes.



6. INNER FRONT SURFACES. For the inner front surfaces of both upper and lower arches the brushing technique is very similar to that suggested above. The brush is held at right angles to the teeth and the strokes are made lengthwise of the brush instead of sidewise. For the upper teeth brush DOWN and OUT. For the lower teeth UP and OUT. Use extra strokes to clean the inner crevices if necessary. Repeat each stroke ten times.

MAKE SURE YOU HAVE REACHED ALL SURFACES OF EACH TOOTH BEFORE BRUSHING AND MASSAGE IS COMPLETED.

Figure 2

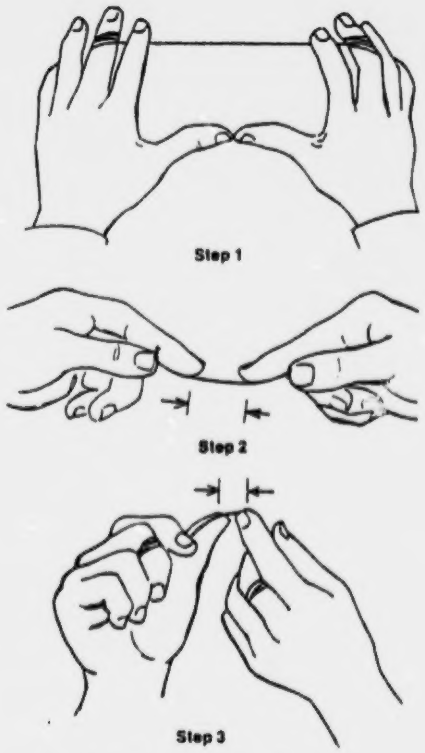


Fig. 3 Finger positions for flossing

mouthfuls of water. This will leave your mouth feeling fresh. If you wear braces, you may want to ask your orthodontist about rinsing with an irrigating spray.

Mouthwashes will freshen your breath for a while, but they will not remove plaque or prevent decay and gum disease. Do not trust mouthwashes that claim to reduce pain or other symptoms of disease. To be safe, use a medicated mouthwash only if your dentist tells you to do so.

You can make your own mouthwash at home. Mix 2 tablespoons of salt in warm water and stir it. Rinsing your mouth with warm salt water helps relieve minor irritations.

Some Good Ideas

Eating the proper foods helps you have good dental health. You should have daily servings of milk and other dairy products, meat, fruit, vegetables, breads, and cereal. Sweets contribute to tooth decay. Between-meal snacks, particularly sweets, encourage the growth of plaque. Limit sweets to times when you can brush, floss, or rinse immediately after eating them. Apples, vegetable sticks, or nuts may be the best snacks.

Smoking is also a concern. Smoking affects the teeth and gums. As a result, smokers have four times the risk of mouth cancer of nonsmokers, as well as a high risk of lung cancer. Smokers also have stained teeth, bad breath, more gum diseases, and a dulled sense of taste and smell. Your teeth—and you—will be healthier if you do not smoke.

Questions

1. Why do you need to bathe daily?
2. What causes body odor?
3. What can soap do to keep you clean and help you smell good?
4. How often, when, and for how long should you clean your teeth?
5. What is floss used for?

Activities

1. Go to the store and find the deodorants and soaps. List five brands of each that you think might be good for you. Why might they be good? Let your parents know which soaps and deodorants you have listed.
2. Write out a personal history of your dental health. Include the following information:
   (l) When was the last time you had a dental checkup?
   (2) Who is your dentist?
   (3) Where can you go for a dental checkup?
   (4) How much does a dental checkup cost?
   (5) What has been done to your teeth in the last two years?

3

Grooming Your Skin, Hair, and Hands

Objectives: After completing this assignment, you will be able to—

1. *explain the causes of skin problems common to young people;*
2. *describe the purpose of makeup;*
3. *tell why your hair needs shampooing;*
4. *recognize a scalp problem that requires a dermatologist;*
5. *know how to choose a good hairstyle;*
6. *list four general rules to follow when you shave; and*
7. *explain why it is important to groom your hands properly.*

In addition to cleanliness, good grooming means that special attention is paid to your skin, hair, and hands. Healthy-looking skin and hair make you look attractive and well groomed. Maintaining this look requires some work. But considering that your effort will pay off in good looks, the work will be well worth the time and energy you invest.

Your skin is the first thing that everyone sees, so you should be concerned about it. You may be especially concerned if blemishes appear on your skin overnight and seem to last forever.

Think of someone who has long hair. Think of someone who has pretty hair. Think of someone whose hair is always messy. Each of the people you thought of formed an impression in your mind. Likewise, other people form their impression of you from the way you look.

The ways that you groom your skin, hair, and hands are three of the most noticeable things about you. These aspects of your appearance help create your personal image. With this in mind, here are some basics you will want to know.

Your Skin

During your teenage years, many physical, chemical, and psychological changes take place. At this time, your skin may require extra care. Does your skin seem to break out in blackheads, pimples, and rashes usually right before something important? If so, you have plenty of company. Over 85 percent of young people are troubled with acne and other skin problems.

Skin Problems

The sebaceous oil glands, or just simply oil glands, are the source of most teenage skin problems. Oil glands consist of little sacs that open around the hair follicles. They secrete oil called sebum, which lubricates the skin. The oil also keeps your hair soft. Most of these oil glands are on your face, shoulders, back, neck, and chest.

During adolescence, a hormonal imbalance may send extra amounts of sebum to your skin. The skin's surface becomes oily, which helps the growth of bacteria. Sometimes the sebum blocks the opening of the oil gland, and the gland fills beyond its capacity. The swollen oil gland may become infected. The results of overactive oil glands are the following:

Blackheads. Sebum blocks the pores of your skin and attracts surface dirt and bacteria.

Whiteheads. These are small, white accumulations under your skin. Air cannot reach them, so they attract no dirt.

Pimples. Sometimes sebum remains blocked below the skin. This results in a pimple that becomes infected. When the body sends white blood cells to the pimple to fight infection, pus forms. It is these pus-filled sores that usually cause the worst cases of acne.

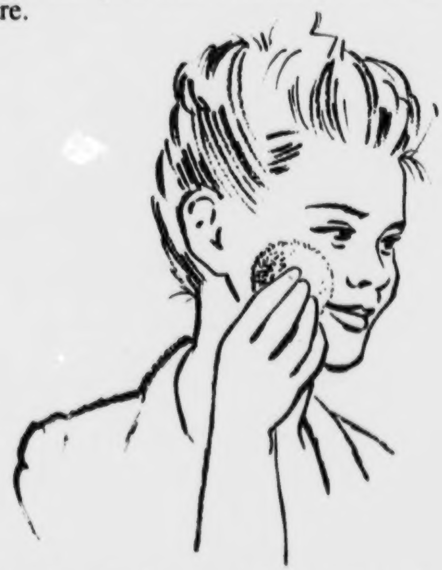
You should handle blackheads and pimples with respect. Why? Because your skin will "wall off" the acne blemishes. Pinching, squeezing, and digging at the sore may break down the skin's natural barriers, causing more reddening and swelling. Scars can result. Since you shouldn't pinch, squeeze, or dig at these sores, what should you do? The best thing is to clean them.

Cleansing the Skin

Thorough, gentle cleansing at least twice a day with soap and water is important in controlling skin problems. Soap and water clean bacteria from the surface of the skin.

Many dermatologists (skin doctors) recommend nothing stronger than soap to clean your skin. If your doctor recommends medicated soaps, use them. Medicated soaps will help clear up very oily skin and acne.

The best technique for washing is to use a clean, rough washcloth, or a soft complexion scrub pad. You should massage the soap gently into the skin, taking a little longer on the trouble spots. Rinse your skin with clear water until you are sure all the soap is off. If you have extremely oily skin, an astringent or medicated pad will cleanse your skin even more.



Lotions and creams for treating acne are available at the drugstore. The problem with these is that they may cause your skin to dry out too much. If you use these products without a doctor's prescription, follow the instructions on the label carefully. Stop using the product if your skin breaks out.

If you shave and have acne, try both an electric razor and a safety razor to see which is more comfortable. If you use a safety razor, soften your beard first by washing your face with soap and hot water. Shave as lightly as you can to avoid nicking pimples. Always use a sharp blade.

Shampoo your hair and scalp as often as possible. Glands in your scalp secrete oil. Acne is often helped by removing the oil, grease, and dandruff from your scalp. If you have an acne problem, avoid using oily lotions or grease on your hair. They irritate your acne.

Diet

Acne is not a dietary disease. However, certain foods can aggravate it. If you have acne, you should slow down in eating nuts, chocolate, peanut butter, and chips. You also should avoid all oily foods, fats, and fatty meals that include a lot of fried foods.

You can keep your digestive system working smoothly by drinking several glasses of water each day. Eat plenty of fresh vegetables, like celery, green beans, or whatever is in season. Eat plenty of fresh fruits such as apples, oranges, and melons, too. A good diet is often reflected in your complexion.

The Sun

Do you like to soak up the sun's rays each summer? Do you feel healthier and more alive after a day in the sun? If you are a sun worshiper, you should know a few facts before it's too late. Too much sun can cause sunburn, aging skin, and skin cancer.

The sun rays that affect the skin are called ultraviolet rays. How much you tan or burn depends on how much ultraviolet radiation gets to your skin. These rays go through the skin only a fraction of an inch, but their effect on your skin is great.

A sunburn, even though it may hurt, is only temporary. Other problems caused by the sun are more serious.

Cancer. The threat of skin cancer is not a problem if you sunbathe only occasionally. But if you expose yourself to sunlight often, you are asking for trouble. Medical evidence shows that constant exposure to ultraviolet rays can bring on skin cancer.

Aging skin. Years of overexposure to the sun can result in leathery skin, wrinkles, skin folds, and the sagging skin you see often on older people.

Allergies. Some people have allergic reactions to the sun. They may break out in a rash, or worse, after even the slightest exposure to the sun. If you are one of these people, don't be foolish. Avoid the sun as much as possible. When you are in the sun, wear light, loose clothing and a hat. It will protect you from the sun's ultraviolet rays.

If you use a suntan lotion, will it help prevent skin problems resulting from too much exposure to the sun? Some suntan lotions do provide a sunscreen that absorbs some of the ultraviolet rays. These lotions will protect you to some extent. But no lotion will protect you from overexposure to the sun. Also, remember that it is possible to burn, even through a tan.

You can have "fun in the sun," but keep the results of overexposure in mind. A little care will go a long way in preventing a variety of problems.

Cosmetics for Young Women

Whether you wear cosmetics is your choice. If you do choose to wear them, try not to use too much. It usually looks worse to wear too much makeup than too little. Moreover, too much makeup can be bad for your skin, drying it out and causing irritations. Also, some people are allergic to certain kinds of makeup.

The purpose of makeup is to highlight your best features. It should play down your other features, and it should add color to your face. Your face and your features are unique, like nobody else's. What looks good on someone else may not look good on you.

To find out what would look best on you, visit a cosmetics department in a store, and ask one of the consultants for advice. The consultant will be glad to tell you about your skin type. From the consultant's advice, you can decide which cosmetics you want to use and how you want to use them.

Dark-skinned people usually have to experiment more than light-skinned people to find shades of cosmetics that are flattering. Tan, copper, bronze, and brown are often good for darker people. Usually, you will want to use cosmetics just a shade lighter than your own coloring.

The ideal makeup job is so subtle and natural looking that friends and employers cannot be sure whether you have used makeup or not.

If you work, look at the managers in your business. How much makeup do they wear? If they don't wear much, it's usually a good rule to wear only as much makeup as they do.

Grooming Your Hair

Having shiny, well-groomed hair requires only a little time and a bit of skill. You will need a good brush and comb, a shampoo designed for your type of hair, and maybe a few other hair care products.

Your head needs shampooing to cleanse the scalp and hair of dirt, perspiration, dead skin cells, and oils that have collected. How often you shampoo depends on the type and the length of your hair. Your hair might be normal, dry, or oily. You may have an outdoor job or activity that means excessive dirt and perspiration. Your hair may be long or short. You may have a dandruff problem. All of these are factors that determine how often you should shampoo.

Shampooing. Try never to use a bar of soap instead of shampoo. It will leave hair filmy and dull, and it may dry it out. Use one of the many shampoos available, and switch around to find one that is best for your type of hair.

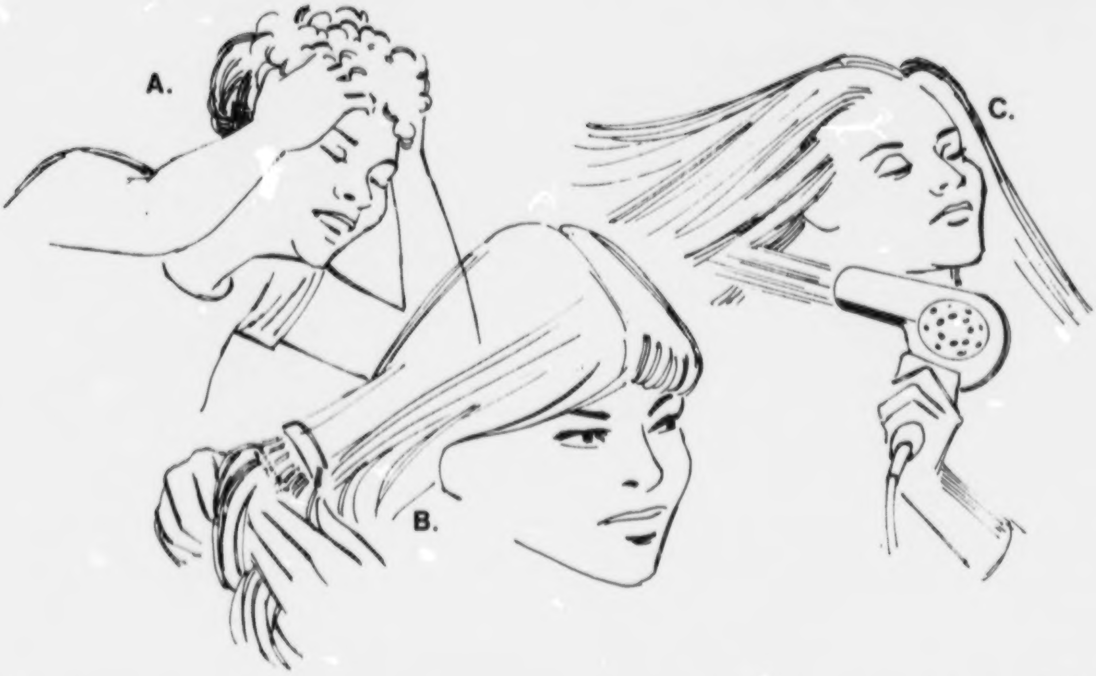


Fig. 1. Grooming your hair: (A) Work the shampoo into a rich lather, and massage the hair and scalp. (B) Brush your hair often to keep it shiny and smooth. (C) You can dry and style your hair in different ways.

The shower is the most convenient place to shampoo, but a tub or a sink will also work well. Brush your hair thoroughly just before you shampoo to loosen snarls and dust. Wet your hair, and work up a good lather. Scrub your hair and scalp with your fingertips, and your fingernails will get clean, too. When you feel your hair and scalp are squeaky clean, rinse it thoroughly to get out all the lather.

If your hair is long, you might want to use a conditioner. This will stop tangling and make your hair easier to comb and style. With very soft water, and with some types of hair, use a hair rinse, too.

You may have simple dandruff if you have flaking of the scalp. However, if there is redness, swelling, oozing, or scabbing, you should see a dermatologist. If there is nothing on your scalp but loose flakes and the skin underneath looks normal, you can do something about it. A daily massage, gentle brushing, and regular shampooing should take care of the problem (fig. 1).

Massaging. Massaging your head feels good and is important for maintaining good circulation throughout the scalp and hair roots. Don't simply rub the surface of your scalp. Instead, make the scalp move, starting at the back of the neck and moving forward. You may find this hard to do at first, but with practice you will get better at it.

Brushing. Brushing your hair loosens flaking skin, dirt, and loose hair. It stimulates the scalp, adds shine to your hair, and gives a natural look that you cannot get any other way. If you wear your hair long or in a natural-looking style, brushing is essential to your good grooming.

Drying and styling. Styling your hair is a very individual thing. The more carefully you comb, blow dry, or set your hair for the style you wear, the longer the style will last. Comb your hair carefully before it dries. Even if you wear it perfectly straight, your hair will benefit.

After your hair is dry, arrange it the way you wish. Combing your hair backwards and opposite from the direction you wear it adds body to limp or lifeless sections.

Permanents. If you want to give yourself a permanent, remember to follow the instructions carefully. Choose a brand you have confidence in. Ask your friends which products worked well for them. If you decide on a home permanent, you may want to have a friend standing by to help you.

Be sure to buy good quality hair care products. In the long run, they will probably be good for your budget. A more expensive shampoo, because it is concentrated, may be cheaper in the long run. This is also true of setting lotions, hair sprays, and conditioners.

When you go to a hairstylist, it's a good idea to have a clear picture of how you want to look. Generally speaking, it is best to choose a simple, attractive style that is easy to care for. A hairstyle that you know is appropriate and flattering gives you confidence.

Haircuts. Finding the right barber or hairstylist who can cut your hair the way you want it cut isn't too difficult. Rely on the advice of friends whose hair looks healthy and well groomed. When you find the right stylist, ask for his or her professional opinion about the style you want. Remember that extreme hairstyles of any kind are usually a mistake.

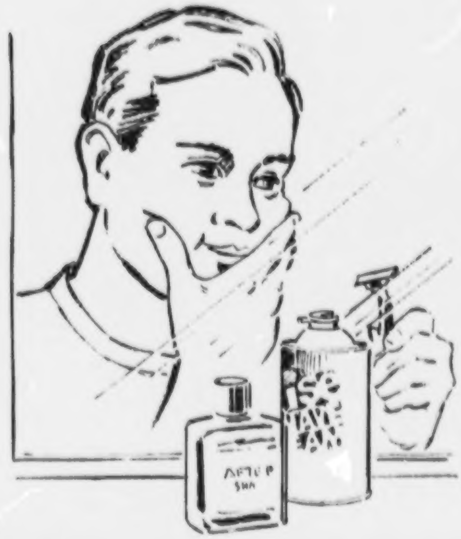
Shaving

As you become more mature, you may need to shave regularly to keep looking good. Young men will probably want to shave their beards, and young women may wish to shave their legs and their underarms. Follow these general rules when you shave:

1. Before you shave, wash with soap and hot water for at least one minute. This softens the skin and hair and removes dirt, perspiration, and oil.
2. Leave your skin wet as you shave. If you use a shaving cream or lotion, apply it to your skin while it is wet.
3. Wet your razor with hot water before you start to shave. Both your razor and your skin should be kept wet while you shave.
4. After you have finished, rinse your skin with hot water, then cold water.

Shaving may be uncomfortable for you if you have acne or sensitive skin. Changing from a razor blade to an electric razor helps some people, while others are helped by switching from an electric razor to a blade. Medicated shaving creams contain antiseptics that reduce bacteria, and these may be of great benefit, especially if you have acne.

Some people use creams or powders called depilatories to dissolve hair. Be sure to follow the directions for these exactly, as they irritate some people's skin. Excess hair on your face cannot be removed safely with depilatories. If you have a problem with excess hair, see your dermatologist.



Grooming Your Hands

Your hands talk for you. That is one of the reasons you should keep your hands well groomed. If you are like many people, you talk with your hands. Even if you don't talk with your hands, you will want to groom them properly so you can make a good impression on other people.

If you are like most people, you probably have certain habits that dirty your hands. Sports, a job, smoking, working in the yard, and everyday contact with dirty surfaces build up dirt and bacteria on your hands.

Washing. Wash your hands often. Good times to wash them are every morning and evening, before each meal, and when they feel dirty. Use hot water and always use soap. If you have very dirty hands, use a hand brush on the nails, palms, backs of the hands, and over the wrists to get out the dirt. Go over your knuckles with the brush, too. When you're bathing is an excellent time to scrub your hands. Soap, hot water, and the brush will make your hands look attractive even after the dirtiest work.

Problems. Even if your hands are clean,

Interview

Judy Simpson
Owner, Hair Images
Austin, Texas

In her day-to-day work, Judy sees the grooming habits of people from all different walks of life. She has a special insight into what is important for grooming and personal care.

What grooming tips would you offer active young adults whose appearance must accommodate both school and work?

The most important thing is to keep it simple. Be clean and neat. Do not be too trendy.

Is there a basic set of rules that will ensure good looks?

Yes, absolutely. For young women, the most important tip is that they should enhance their natural beauty and not cover it up with makeup and accessories. Similarly, young men should look to their strong points and concentrate on those.

What suggestions would you offer for maintaining healthy, attractive hair?

It is most important that young adults keep their hair cut in an appropriate style that suits their face and complements their features. This is not hard to figure out. A good stylist can be a big help in finding an appropriate cut. There are some easy ways to style the hair to good advantage. Basically, well-groomed and healthy hair is the most attractive hair.

As far as keeping the hair healthy, students need to understand that hair has a natural "acid mantle." This is nature's protective coating of oils and moisture. Shampoo and conditioner should be pH balanced in order not to destroy this acid balance. The natural pH is between 4.5 and 5.5. To maintain and preserve that natural balance, students should use hair products that advertise pH values in that range. Products with a pH outside that range break down the natural acid mantle.

As to frequency of washing, young women can usually wash their hair every two to three days, whereas young men usually need to wash it every day. The frequency depends on individual body chemistry, and the students can quickly figure out how often their hair must be washed.

Are there common grooming pitfalls that you notice among young people?

Most common is the use of products on the hair and skin that are not balanced to the individual body chemistry. Most young people's skin produce a lot of oils through young adulthood. Products that dry up the oils tell the body to produce more oils. The real answer is to substitute a moisturizing lotion in place of the astringent. This will help the skin reach an oil secretion balance.

Other than that, I would say that a young person's greatest grooming pitfall is dependence on trends and fads instead of enhancement of his or her natural beauty. The most attractive people are those who have identified and accentuated their own good features.

nail biting can ruin their appearance. Nail biting causes ragged-looking hands. It also causes problems with soreness and infections.

Another problem that can develop is soreness in the cuticle, the layer of skin that grows over the top of the fingernail. Keep the cuticles trimmed back, or they will get nicked, cut, or bruised. Then they can become red, puffy, and infected.

Grooming. Nail clippers with a small file are well worth the investment. They keep the nails looking well groomed. Nail length is largely a matter of personal preference, although fashion sometimes determines this. Very long nails are apt to get in the way. Long nails also break, and this looks bad. Ask the manicurist at your beauty shop or barbershop for advice on how to take care of your fingernails.

One last point should be made about your hands. Your hands can be objects of expression that add to or detract from your personality. Distracting habits such as scratching your hair, face, or other parts of your body often happen automatically. If you catch yourself using your hands in a nervous manner, try to break the habit. Remember, your hands say a lot about you at all times.

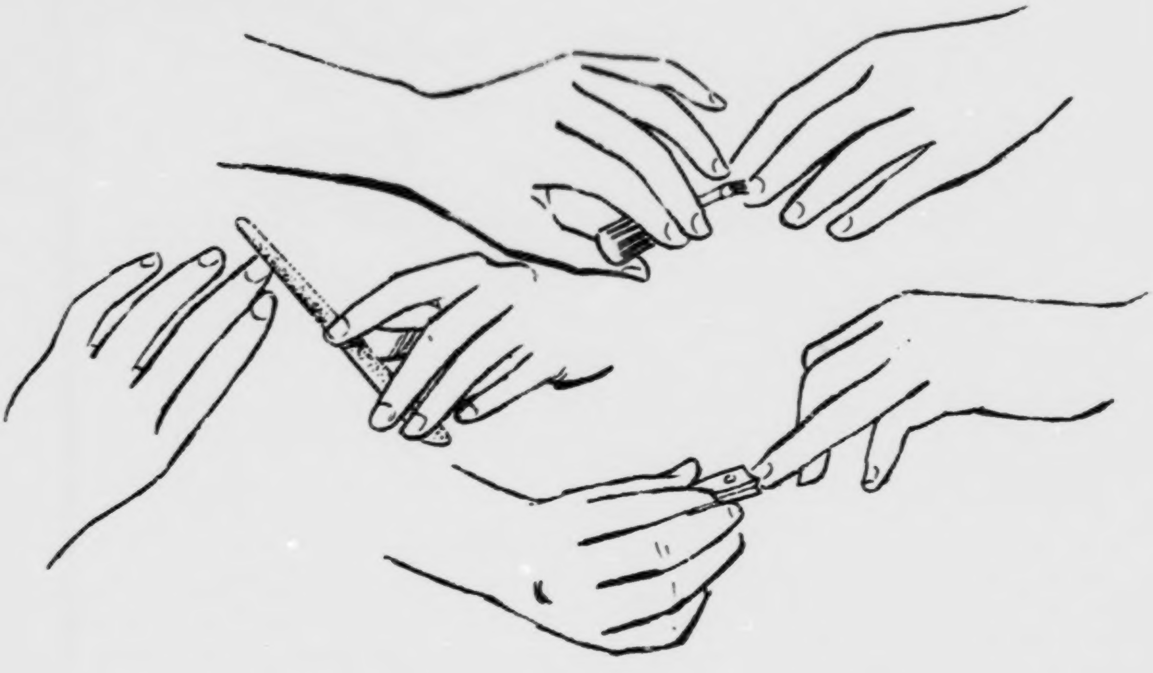
Questions

1. What is the best technique for washing your skin?
2. What foods should you avoid because they have a bad effect on your skin?
3. What are three problems that can be caused by the sun?
4. Why does your head need shampooing?
5. What is the best kind of hairstyle to choose?
6. What is the purpose of makeup?

Activities

1. Analyze your skin, and list some treatments and products that will be helpful for your skin type.

2. Get a couple of magazines that feature business leaders. Look at makeup and hairstyles. How are they different from yours? Do you like their look? Why or why not? Report your findings to the class.



SECTION II.
YOUR CLOTHES

4: Selecting and Caring for Your Clothes
5A: Planning Your Wardrobe (for Young Men)
5B: Planning Your Wardrobe (for Young Women)

4

Selecting and Caring for Your Clothes

Objectives: After completing this assignment, you will be able to—

1. *describe casual, business, and formal clothing;*
2. *explain what to do if you are not able to buy the clothes you need for work;*
3. *explain why natural fabrics are more expensive than synthetic fabrics;*
4. *describe what to look for when you want quality clothing;*
5. *explain the effects of throwing clothes on the floor;*
6. *name the benefits of washing your clothes in cool water;*
7. *take an inventory of your wardrobe; and*
8. *develop a plan to improve your wardrobe.*

Clothes may or may not be the most important thing in your life. You may be constantly attentive to what you wear, the latest styles, and the proper care of your clothes. On the other hand, you may not pay much attention to any of these. Whichever is true, the way you select and care for your clothes will have a bearing on the way you see yourself. And it will have a bearing on the way others see you.

This and the next two assignments will give you some good ideas about how to select, take care of, and plan your wardrobe. Put your own ideas together with these assignments. You may be pleased with the results.

Selecting Your Wardrobe

A well-rounded wardrobe is no accident. Three simple steps will help you assemble your wardrobe. Become conscious of the uses for different clothing. Take an inventory of your wardrobe. Then, plan additions to it based on your activities and budget.

Divide by Purpose

Your clothes can be divided into three categories. These are casual, business, and formal clothes. You generally would not wear clothes intended for one purpose for a different purpose. A good question to ask yourself when you select clothes for an occasion is: Would I wear this to a completely different type of activity? If the answer is yes, the clothes you selected may be wrong.

Look at this example. If you selected a long dress for work, you might ask yourself: Would I wear this to a formal dance? You would, so it would not be a good choice for work. If you put on a pair of shorts and a T-shirt, you might ask yourself: Would I wear this to play sports? You would, so this outfit would not be good for work.

To use this formula, you need to know about each category of clothing. Here are the categories, the uses of each, and the kinds of clothes included in each.

Casual clothes. Casual clothes are good to wear around the house, for dirty work, and for sports. Dressier casual clothes are good for dates or informal social occasions. Here's a list of casual clothes:

CASUAL CLOTHES

Fall/Winter	*Spring/Summer*
Jeans	Shorts and jeans
Long-sleeved shirts	Short-sleeved shirts
Sweaters	T-shirts
Loafers	Sandals and thongs
Ski and lined coats	Lightweight jackets

Business clothes. You would wear business clothes to work in a store or an office. Business clothes would also be good for church, banquets, and semiformal parties. Here's a list of business clothes:

BUSINESS CLOTHES

Men	*Women*
Suits	Dresses, suits
White shirts	Solid-color blouses
Pastel shirts	Skirts
Ties	Blazers, sport coats
Wool knee-length coat	High-heeled shoes
Dress shoes	Dress shoes
	Wool coats

Formal clothes. You would wear formal clothes to formal dances, formal parties, and receptions. Formal clothes are not worn for any other purpose. You normally do not wear formal clothes during the day. Here's a list of formal clothes:

FORMAL CLOTHES

Men	*Women*
Tuxedos	Long dresses
Solid shirts	Sleeveless vests
Ruffle-front shirts	White blouses
Bow ties	Hosiery
Dress shoes	Dress heels
Wool or fur coats	Silk or fur coats

If you work at a job that requires special uniforms, they should be put in a special category of work clothes. They cannot be worn away from work, so it is not necessary to list them.

Inventory Your Wardrobe

Take a careful inventory of the clothes you own. This will help you plan a useful, good looking wardrobe. Give the clothes you have outgrown or no longer want to a charity. Group the clothes you keep by season and by purpose. You may have fall and winter casual clothes, and fall and winter business or formal clothes. Dividing your clothes will help you plan new additions to your wardrobe.

Budget Your Purchases

It takes money to buy clothes. Determine how much money you have for clothes. Then determine which clothes you need to buy first. If you need clothes for work, these should be the first ones you buy. If you are unable to buy all the clothes you need for work, be sure to explain this to your supervisor. You will not be the first person who has had this experience.

As you plan your shopping and your budget, plan to buy the more expensive items, such as a suit or a coat and slacks, first. If you buy them in basic colors and styles, they will go with the rest of your wardrobe. When you start buying tops and accessories, you can add color to spice up your selections. Begin buying clothes a few at a time until you have enough. Keep one thing in mind: You have to build a wardrobe. You should not go out and buy it all at one time. If you shop wisely, each item you buy will help you assemble a good wardrobe.

You may be lucky enough to have a great selection of clothes for school and social activities. Even if you do, you may want to add some newer fashions to these parts of your wardrobe. If you have joined a professional organization or youth leadership group, you may need to plan for clothes to fit these groups' activities. When you broaden your lifestyle, you need to broaden your wardrobe as well.

Buying Clothes

Quality. You need to know about fabrics, styles, workmanship, and fit of clothing. When you do, you will recognize the difference in garments which look the same but differ in price. If one garment costs $25 and another costs $50, there is probably a difference in the way they are made.

Natural fabrics like wool, cotton, and silk are usually more expensive. This is because they are used more for expensive clothes. Many synthetic fabrics will look similar to natural fabrics when they are new. However, after a few washings and some rugged wear, differences will appear.

Clothing makers put the names of the fabric fibers on clothing labels. Labels also list the percentage of the fibers used, the name of the maker, and cleaning instructions. When you shop, read the clothes labels. Become familiar with the fabrics that fit your budget and lifestyle.

Workmanship of garments varies, too. Look closely at the weave of a fabric. Feel its weight. Always look at buttonholes, collars, sleeves, and zippers to see how well they are stitched or connected. Look for buttons that are well connected to the garment. Sometimes it is difficult to tell the difference in workmanship between two garments. Go to expensive stores before you do your shopping. Look at how the clothing is made, what fabrics are used, and which styles are popular. This can help you learn the feel and look of quality clothes. If you can afford to shop in these stores, do so. If you cannot, then move on to stores with more moderate prices. Look for these things when you compare quality:

Buttonholes. Hand-bound buttonholes will not ravel. They give clothes a custom look.

Stitches and finishes. Cheap clothes will have loose threads, crooked stitches, no facings, and will show rapid and careless work by the maker.

Seams. Double-bound seams prevent raveling. Wide seams are more expensive, but make the garment easier to alter. Narrow, carelessly sewn seams can keep clothes from lasting even one season.

Trim. Buttons, buckles, braids, and other trim add to the value of a garment. The quality of buttons and buckles used in clothes will be reflected in the price.

Hems. Custom garments will have wide, hand-sewn hems. These will give the garment a custom look.

Styles. Clothing styles change constantly. Go to the library and read current popular magazines to learn what is in style. You can also look at the display windows where you shop to see the latest fashions. Especially when shopping for business attire, you want to avoid trendy outfits and fashion fads. Look at what your manager is wearing to get an idea of appropriate dress for work.

Prepare to go shopping. Dress up a little before you go shopping. You will get better service. If you are going to buy a dress, wear a dress to the shop. If you are looking for sporty clothes, wear something casual. This will help the salespeople see the type of clothes you like.

Caring for Your Clothes

The more care you give your clothes, the longer they will last. Good care of clothing consists of proper storing, careful cleaning, and making needed alterations.

Storing clothes. Once your clothes are home, immediately hang them up to breathe. Always hang up your clothes, or put them in the dresser when you take them off. Throwing clothes on the floor wrinkles them and breaks the fibers. This shortens the life of clothes.

Store your clothes in a cool, dry closet where they will avoid contact with light. Constant exposure to light fades many colors, especially blues and greens. Keep your clothes clean. Insects are attracted to food stains and other soils on clothes. Hang coats and dresses on shaped hangers. Hang slacks on special hangers with larger bottoms. This will allow them to reshape themselves after every use.

Your closet should be neat and orderly. This will help your clothes last longer and help you find the right clothes faster. Here are some tips to help you organize your closet:

- Remove any clothes you have not worn in the last year.
- Don't clutter your closet; reserve the space for clothes only.
- Put out-of-season clothing at the back of your closet.
- Place the clothes you wear most often in the front of the closet.
- Divide your clothes by type. Put the shirts or blouses in one place, dresses and suits in another.

Clean up the clutter on your closet floors and shelves. Straighten your shoes, and fold the clothes on the shelves. If you don't have enough hangers, get some more; hangers are inexpensive. If you need more space in your closet, special containers can help you get organized.

Cleaning. With good care, most of your clothes will last from three to five years. Shoes should last one to two years if you keep them clean and repaired. Washable clothes like shorts, socks, undergarments, and T-shirts often do not last as long because of the wear they get when they are washed.

Follow the directions for cleaning clothes exactly as they are given on the label. Many clothes can be cleaned thoroughly with cool or warm water and all temperature detergents. This will help your clothes last longer, retain their shape, and remain brightly colored. The home laundry reference chart (see fig. 1) gives care instructions for clothing.

Some fabrics require special care. Don't dry cotton sweaters in a clothes dryer; the heat will shrink them. Wool requires special care, too. Either wash wool in cool water or have it dry cleaned at a good dry cleaner. Brush wool coats and suits gently to remove lint, and comb the fabric. Never wash a garment with a label that says DRY CLEAN ONLY.

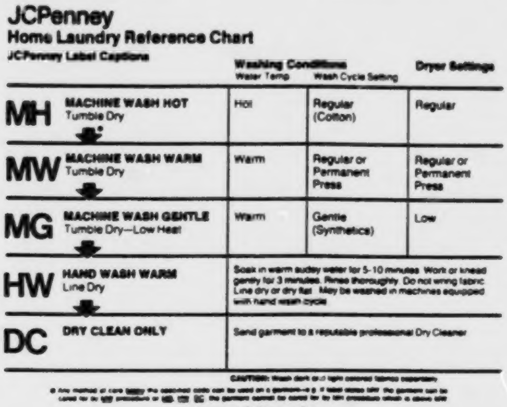
Mending. Even the best clothes will need occasional mending or altering. You can learn how to mend your clothes from a friend or relative or in the home economics class at your school. Replacing buttons and repairing rips and tears are easy tasks you can perform yourself. Major alterations such as replacing zippers or shortening or lengthening slacks are a little more difficult and may have to be done by a seamstress or tailor. You can save money if you can make the alterations yourself or know someone who will.

Questions

1. What three steps should you follow to have a well-planned wardrobe?
2. What are the three categories of clothes?
3. What is a good question to ask yourself when you select clothes for an occasion? What should the answer be?
4. If you are unable to buy all the clothes you need for work, what should you do?
5. Why are natural fabrics usually more expensive than synthetic ones?
6. What are the four things to look for when you compare the quality of garments?
7. Name two things you can do to learn what is in style.
8. What happens to clothes when you throw them on the floor?

Activities

1. Take an inventory of the clothes in your wardrobe. Make a list of your casual clothes, then list your business clothes. Finally, list your formal clothes. Do you have enough work clothes?
2. After you inventory your wardrobe, develop a plan to balance it. Make a list of things you need first. List the most expensive items first. Did you include clothes for work? Did you include clothes for your youth leadership and professional organizations?
3. Organize your closet according to the five suggestions in this assignment. Get your parents to look at the improvement. Does it make it easier for you to find the clothes you need? Develop a plan to keep your closet organized.
4. Read a book on dressing correctly. After you have read it, list five or ten things you should do to improve the way you dress.



JCPenney
Home Laundry Reference Chart

JCPenney Label Captions		Washing Conditions		Dryer Settings
		Water Temp	Wash Cycle Setting	
MH	MACHINE WASH HOT Tumble Dry	Hot	Regular (Cotton)	Regular
MW	MACHINE WASH WARM Tumble Dry	Warm	Regular or Permanent Press	Regular or Permanent Press
MG	MACHINE WASH GENTLE Tumble Dry—Low Heat	Warm	Gentle (Synthetics)	Low
HW	HAND WASH WARM Line Dry	Soak in warm sudsy water for 5-10 minutes. Work or knead gently for 3 minutes. Rinse thoroughly. Do not wring fabric. Line dry or dry flat. May be washed in machines equipped with hand wash cycle.		
DC	DRY CLEAN ONLY	Send garment to a reputable professional Dry Cleaner		

CAUTION: Wash dark and light colored fabrics separately.

[illegible]

Source: J. C. Penney Co.

Figure 1

5A

Planning Your Wardrobe (for Young Men)

Objectives: After completing this assignment, you will be able to—

1. *explain why you should not wear the same clothes for every occasion;*
2. *give two benefits of wearing the appropriate clothes;*
3. *list examples of casual, sport, business, and formal occasions;*
4. *explain the importance of choosing proper sport shoes;*
5. *develop a plan for a proper business wardrobe; and*
6. *explain why people in different jobs dress differently.*

Having a closet full of the best clothes you can buy means nothing unless you know how to put them together. You must know how to answer some basic questions to get the full value of your wardrobe. What should you wear? What is the best business suit? Is it all right to wear blue jeans? These are all questions that young men ask. Here are a few ideas to help you plan to dress successfully.

What to Wear?

There is an appropriate way to dress for every activity. You would not wear the same clothes to a formal dance that you wore to last week's football game. You would not wear your church clothes to work on your car. Wearing the right clothes for the right activity can help you in two ways. It can save money because you protect your good clothes. It can also help you make a good impression on other people.

When deciding what to wear, base your decision on the type of activities you plan. The three basic categories of clothing are casual, business, and formal. Each type of clothing is correct for some activities and wrong for others. Learn the differences, and you can dress appropriately for all the things you do (see fig. 1).

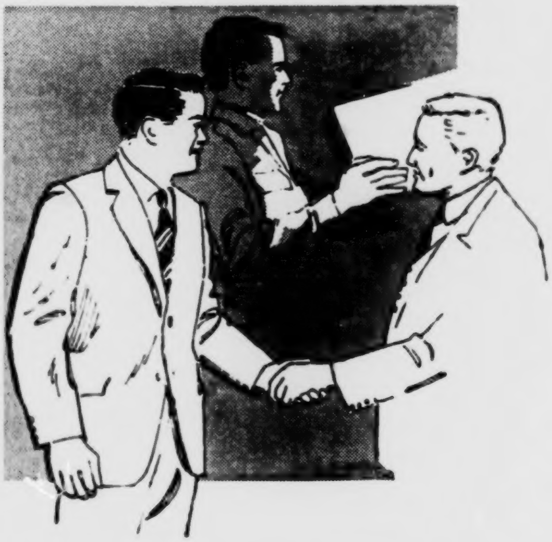


Fig. 1. Casual and business clothes have different uses.

Casual Clothes

Teenagers enjoy a lot of casual activities. Today, you may go to school, play games, do chores, visit friends, and work at a part-time job. With the exception of the job, all of these are casual activities. Because most of your activities will be casual, most of your clothes need to be casual.

However, not all casual clothes are the same. Some are dressier than others. Some casual clothes are for warm weather, and some are for cold weather. Special casual clothes are used for sports.

Making a good impression. When you want to make a good impression on other people, wear your better casual clothes. Nicer casual clothes are important for school, dates, visiting friends, parties, and other activities. Casual clothes are acceptable in many churches, too.

Better casual clothes look nicer than others. Nicer blue jeans, corduroys, informal slacks, and nicer knit or informal shirts will start you on your way to making a good impression. Top off your pants with a sweater or a sport jacket (see fig. 2). Slip-on shoes (loafers) are better for casual dress than tie shoes (oxfords). Wear socks that match the color of your pants. Neutral socks like brown, blue, and white are good, too. Put on a jacket or fur-lined coat if it is cold outside.

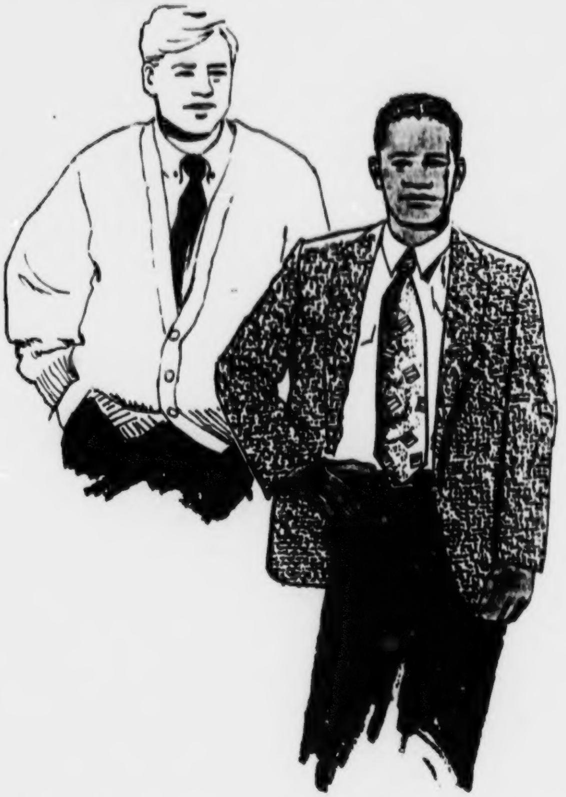


Fig. 2. Slacks and a sweater or sport jacket look nice and will help you to make a good impression.

One word of warning. You can be too dressy. Business clothing is not good for casual events. It should be easy to see that you are dressed for casual activities. Here is a list of casual clothes that will help you make a good impression.

CASUAL CLOTHES FOR A GOOD IMPRESSION

Spring/Summer	*Fall/Winter*
Short-sleeved colored shirts	Long-sleeved colored shirts
Knit shirts	Long-sleeved knit shirts
Nice blue jeans	Nice blue jeans
Cotton slacks	Wool slacks
Water-repellent jackets	Corduroy slacks
	Corduroy jackets
Light sweaters	Heavy sweaters
Sport coats	Sport coats

Being practical. Sometimes you dress for practical reasons. Less dressy clothes are better for working at dirty jobs, doing chores, and playing around the house. Old blue jeans and T-shirts are good for these activities. Wear cutoff shorts and old, short-sleeved shirts in the summer. Dress warmer in the fall and winter with sweatshirts, long-sleeved flannel shirts, and old sweaters. Wear white socks and tennis or running shoes if you have them. This will help your loafers last longer. Sandals and thongs are popular during the summer.

Sports. Sports are an important part of the lives of many young people. There are appropriate clothes to wear for most sports (see fig. 3). For instance, you wear shorts for tennis, but slacks for golf. There are special clothes for skiing and for boating. Learn the appropriate clothes for each sport. If you cannot afford them, try to borrow them from a friend or learn how to substitute. Be especially careful about shoes for sports. The wrong shoes can damage your feet or ankles and hurt your performance.

Business Clothes

Businessmen agree that a good wardrobe is important. Young men may wear business clothes at work, to apply for jobs, for church functions, or to semiformal parties. Members of youth leadership groups will also use business clothes for competitions and civic programs.

The type of business clothes you pick will say a lot about you. The most businesslike

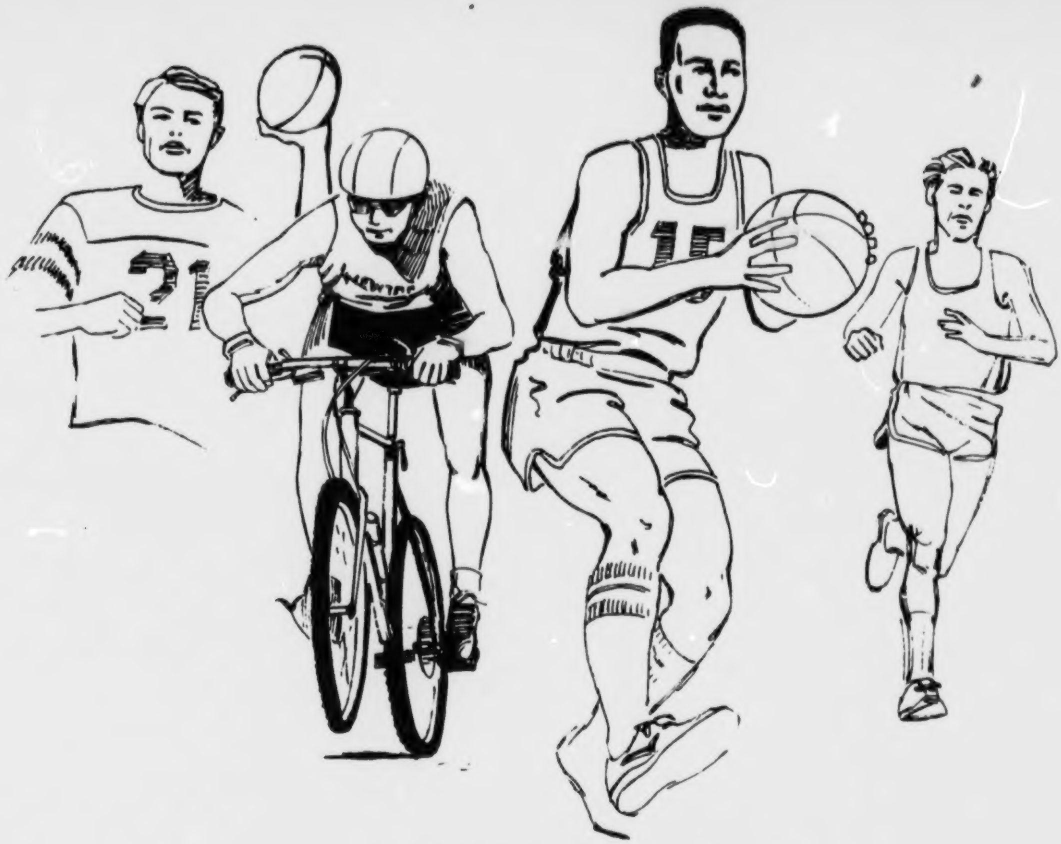


Fig. 3. Each sport requires special clothing.

suits stay within the grey to charcoal color range. Topped with a white shirt and a coordinated, subtle tie, this combination is appropriate for any serious business.

You can also wear suits with patterns, or you can wear a slacks and sport coat combination. The most important thing is to create a good image for yourself and others. Here are some facts about business clothes that can help you decide what to wear:

- The darker-colored suit is the more businesslike.
- Wool suits are the most businesslike.
- Solids and pinstripes are the most businesslike.
- Suits are more businesslike than a sport coat and slacks.
- Single-breasted coats are more businesslike than double-breasted coats.
- White is the most businesslike color for shirts.

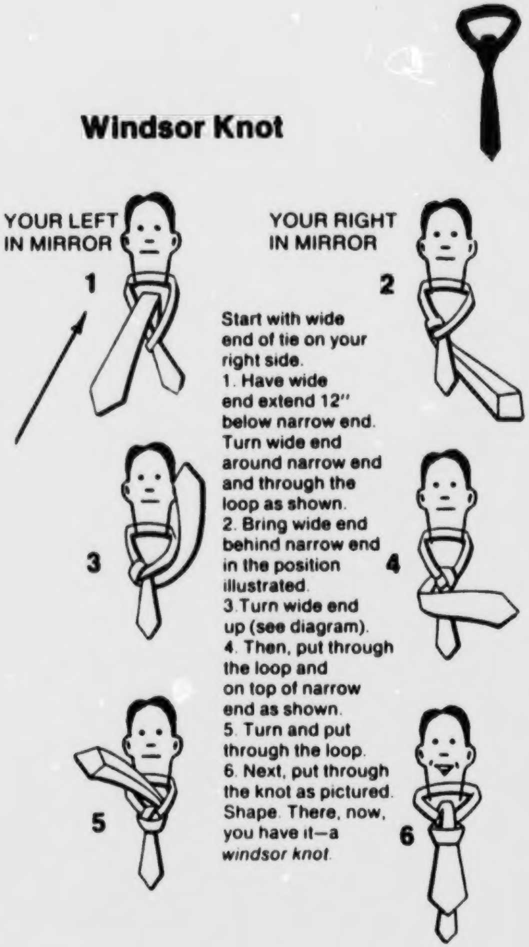
How you dress for business depends to some extent on what your particular business is. If you sell Western wear, you would not wear a pinstripe suit. You would wear a pinstripe suit to work at a bank. Many students work in fashion retailing. You might want to wear more fashionable sport coats and slacks if you do. Wearing the fashions will help you sell them.

Wear the appropriate shirt, tie, shoes, and belt with your business clothes. Solid white, solid blue, and striped, button-down shirts are good. Find a tie that matches your coat; it will complement other things in your wardrobe. With a suit, wear oxfords but never with white socks. Try to wear black, navy blue, or brown socks. Wear a simple belt; it is best if it matches the color of your shoes.

Always wear a tie for a business activity. Doing without one is fine for casual activities, but not for business. The most popular ways to tie a tie are shown in figure 4.

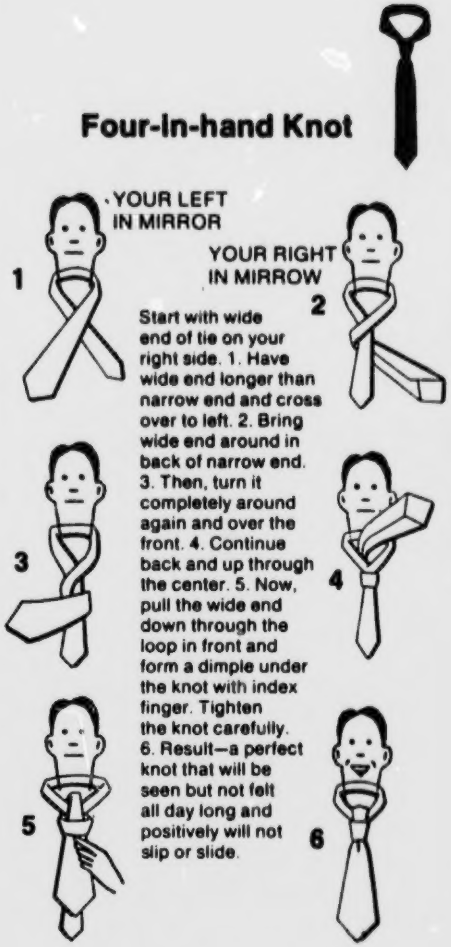
If you are unable to buy a suit right now, substitute slacks and a sweater. Top them off with a nice striped tie. Before you buy your business clothes, go to a finer men's store and look at the business suits and sport coats. After you decide what you like, shop around

Windsor Knot



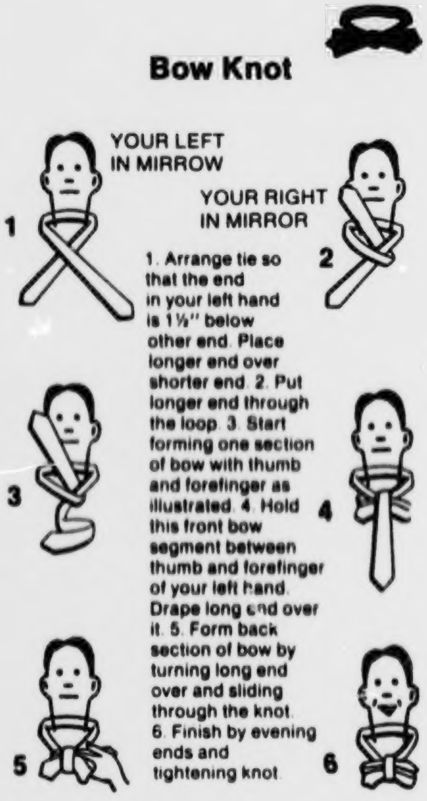
Start with wide end of tie on your right side.
1. Have wide end extend 12" below narrow end. Turn wide end around narrow end and through the loop as shown.
2. Bring wide end behind narrow end in the position illustrated.
3.Turn wide end up (see diagram).
4. Then, put through the loop and on top of narrow end as shown.
5. Turn and put through the loop.
6. Next, put through the knot as pictured. Shape. There, now, you have it—a *windsor knot*.

Four-in-hand Knot



Start with wide end of tie on your right side. 1. Have wide end longer than narrow end and cross over to left. 2. Bring wide end around in back of narrow end. 3. Then, turn it completely around again and over the front. 4. Continue back and up through the center. 5. Now, pull the wide end down through the loop in front and form a dimple under the knot with index finger. Tighten the knot carefully. 6. Result—a perfect knot that will be seen but not felt all day long and positively will not slip or slide.

Bow Knot



1. Arrange tie so that the end in your left hand is 1½" below other end. Place longer end over shorter end. 2. Put longer end through the loop. 3. Start forming one section of bow with thumb and forefinger as illustrated. 4. Hold this front bow segment between thumb and forefinger of your left hand. Drape long end over it. 5. Form back section of bow by turning long end over and sliding through the knot. 6. Finish by evening ends and tightening knot.

Figure 4

some more. You may save money or find clothes that fit you better.

Formal Clothing

Proms, weddings, and some evening parties require formal wear. The most formal attire is a tuxedo. Usually, it is best to wear black patent leather shoes with a tuxedo. Because most young men do not own a tuxedo, it is common to rent one. If you are going to a formal activity, check to see if the group has made arrangements for a discount through a particular store. Often, schools or wedding parties will make special arrangements. Most of the time, it is acceptable to substitute a nice suit for a tuxedo.

Tuxedos have some unique parts.

- Studs are used on the shirt instead of buttons.
- Cufflinks are used to button the cuffs.
- Suspenders may be used to hold up the slacks.
- Cummerbunds are silk belts that hide the waist of the slacks.
- Bow ties are used with tuxedos.

Selecting Clothes

Here are a few things to keep in mind before you start buying:

1. If you are overweight, plaid jackets and pants, shirts with horizontal stripes, and double-breasted coats will make you look heavier.
2. If you are short, a jacket and slacks of different colors will make you look shorter.
3. If you have red hair, you will look good in any of the basic colors in the darker tones. Blue, brown, and grey are good.
4. If you have attractive eyes, you can make them more so by choosing the right colors. Blue eyes appear bluer when you wear a blue suit or shirt.
5. Dark skin and dark eyes are set off by white and light-colored shirts.
6. If you want your business clothes to last a long time, avoid fashion trends like double-breasted coats, very wide lapels, or very narrow lapels.
7. If you have broad shoulders, stay away from jackets with padded shoulders.

Look Before You Leave

Always look in a full-length mirror before you go anywhere. Clothes alone do not make the man. Check to see if your hair is clean and groomed. Clean your fingernails if they need it. Brush your teeth and, if you need a shower, take one. Buff your shoes and brush off your jacket.

Check to make sure you have on socks of an appropriate color and have your billfold. Size yourself up in a mirror. If you have paid attention to your appearance, you can be confident that you will make a good impression on people.

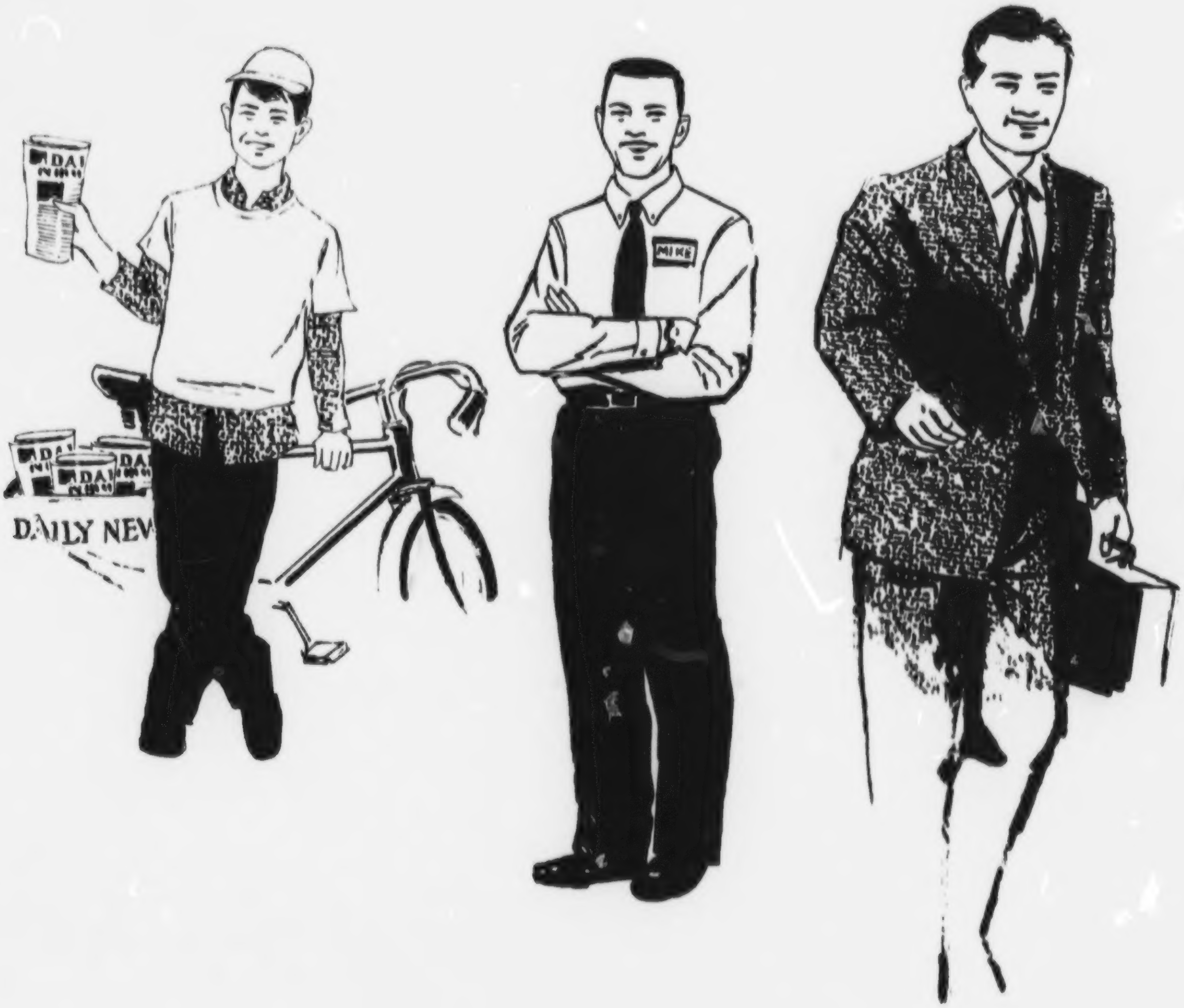
Questions

1. There is an appropriate way to dress for every occasion. Explain why.
2. How can wearing the appropriate clothes for an activity help you?
3. What are examples of casual activities?
4. What do you wear to make a good impression on other people at casual activities?
5. Why are good shoes important for sports?
6. Which business suit will get you better results at work?
7. What colors are best for business dress?
8. Why is it good for salespeople to wear the fashions they sell?

Activities

1. Take an inventory of your wardrobe, dividing your clothes into casual, business, and formal categories. Make a list of your activities. Do you have the right clothes for them? What clothes do you need? List them.
2. Look in a sports magazine to see what the people wear who play your favorite sport. List what you see. Describe in detail the shoes they are wearing.

3. Plan to do some detective work this afternoon. Go to the bank, and write down a description of how the bank officers are dressed. Then, go to the hardware store, and write down a description of the way the salespeople were dressed. What were the differences? Why do they dress differently?



5B

Planning Your Wardrobe (for Young Women)

Objectives: After completing this assignment, you will be able to—

1. *explain why you should not wear the same clothes for every occasion;*
2. *give two benefits of wearing the appropriate clothes;*
3. *list examples of casual, sport, business, and formal occasions;*
4. *explain the importance of choosing proper sport shoes;*
5. *develop a plan for a proper business wardrobe; and*
6. *explain why people in different jobs dress differently.*

Having a closet full of the best clothes you can buy means nothing unless you know how to put them together. You must know how to answer some basic questions to get the full value of your wardrobe. What should you wear? What is the best business suit? Is it all right to wear blue jeans? These are all questions that young men ask. Here are a few ideas to help you plan to dress successfully.

What to Wear?

There is an appropriate way to dress for every activity. You would not wear the same clothes to a formal dance that you wore to last week's football game. You would not wear your church clothes to work on your car. Wearing the right clothes for the right activity can help you in two ways. It can save money because you protect your good clothes. It can also help you make a good impression on other people.

When deciding what to wear, base your decision on the type of activities you plan. The three basic categories of clothing are casual, business, and formal. Each type of clothing is correct for some activities and wrong for others. Learn the differences, and you can dress appropriately for all the things you do (see fig. 1).

Casual Clothes

Teenagers enjoy a lot of casual activities. Today, you may go to school, play games, do chores, visit friends, and work at a part-time job. With the exception of the job, all of these are casual activities. Because most of your activities will be casual, most of your clothes need to be casual.

Not all casual clothes are the same. Some are dressier than others. Some casual clothes are for warm weather, and some are for cold weather. Special casual clothes are used for sports.

Making a good impression. When you want to make a good impression on other people, wear your better casual clothes. Nicer casual clothes are important for school, dates, visiting friends, parties, and other activities. Casual clothes are acceptable in many churches, too.

Imagine you are going to ask for a pay raise tomorrow. Would you wear faded blue jeans with a patch and a T-shirt with a slogan on it? Or would you wear a skirt and a nice sweater? A skirt and a sweater is the correct choice. You may prefer to wear a pretty blouse. That's fine. Just remember that for any important business activity, you want to dress as well as possible (see fig. 2).

You are not well dressed until you have picked the appropriate shoes, stockings, and handbag. Casual shoes should look comfortable and stylish. Fit, workmanship, and design help to create this look. Sandals, flats, or boat shoes are good casual shoes for warm weather. Wear flats or boots in cooler weather. Do not let your shoes distract from your other clothes. Pick a belt to match; it will add spice to your outfit.

Pick a comfortable handbag, too. You will be comfortable with a handbag that is large enough for your needs, well made, and appropriate to the style of your clothes. If you are wearing soft clothes, pick a soft handbag. If you have on crisp, tailored clothes, your handbag should be neat and trim.

Do not be afraid of new styles. Stylish clothes are great for casual activities. Try out new styles at casual events. Wear skirts with shorter or longer lengths if you prefer. Try the newest colors if you look good in them. Pick styles that you think will express your moods or needs. A style can say you are energetic, determined, good-humored, graceful, charming, witty, or dedicated.

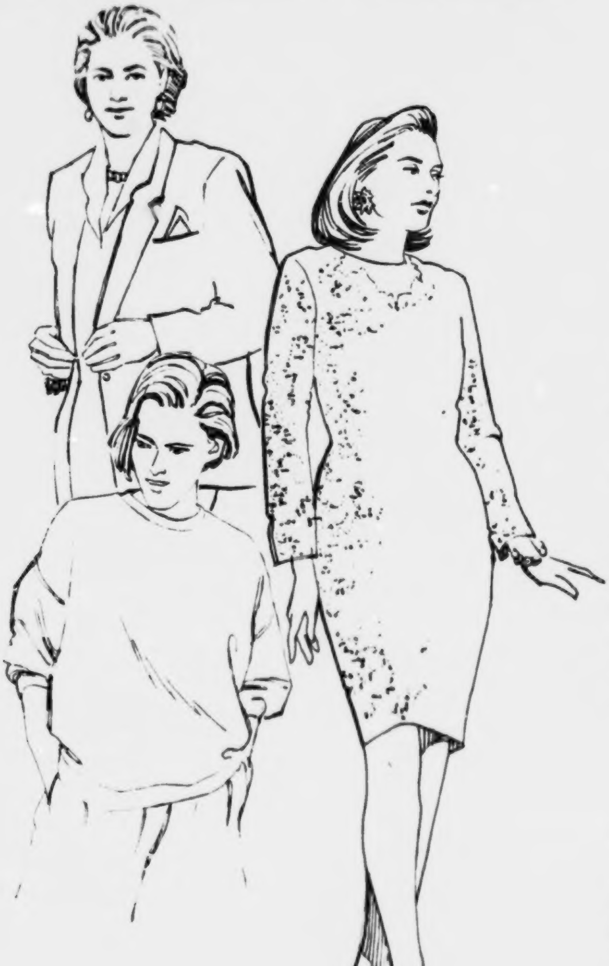


Fig. 1. Business clothes, casual clothes, and formalwear look different, and they are used for different purposes.

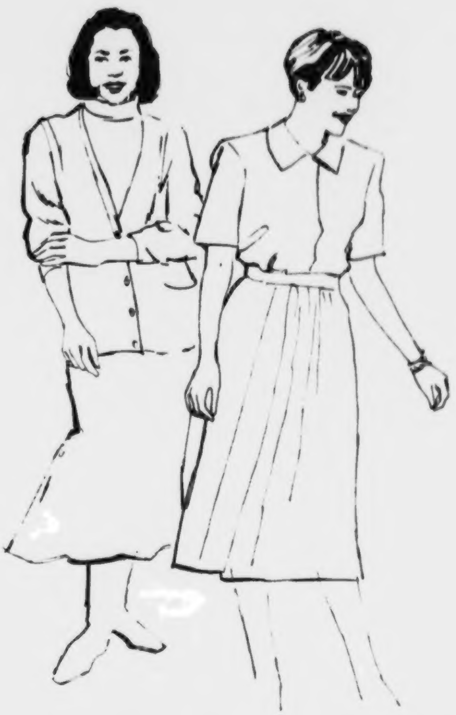


Fig. 2. A nice dress or a skirt-and-sweater combination looks businesslike and will help you to make a good impression.

Heed this warning, however: Do not be too stylish or dressy. Business clothing is not good for casual activities. You want to be remembered for who you are, not for what you wore. Pick styles that are like you. Here is a list of casual clothes that will help you make a good impression (see fig. 3):

CASUAL CLOTHES FOR A GOOD IMPRESSION

Spring/Summer	*Fall/Winter*
Short-sleeved colored tops	Long-sleeved colored tops
Bright knit tops	Deep-colored knit tops
Nice blue jeans	Nice blue jeans
Tailored shorts	Wool skirts
Cotton pants	Wool pants
Sundresses	Jumpers
Sandals	Boots and loafers
Light sweaters	Heavy sweaters

Being practical. Sometimes you dress for practical reasons. Less dressy clothes are better for working at dirty jobs, doing chores, and playing around the house. Old blue jeans and T-shirts are good for these activities. Wear cutoff shorts and old, short-sleeved shirts in the summer. Dress warmer in the fall and winter with sweatshirts, long-sleeved blouses, and old sweaters. Wear white socks and tennis or running shoes if you have them. This will help your better shoes last longer. Sandals and thongs are popular during the summer.

Sports. Sports are an important part of the lives of many young people. There are correct clothes to wear for most sports. For instance, you wear shorts for tennis, but slacks for golf. There are special clothes for skiing and for boating. Learn the appropriate clothes for each sport, and buy them. If you cannot afford them, try to borrow them from a friend, or learn how to substitute.

Here are some suggestions for dressing for different sports:

- Tennis—shorts and tennis skirts
- Golf—leisure pants and a golf shirt
- Horseback riding—padded riding pants with a suitable top
- Skiing—acetate waterproof ski pants, ski boots, a warm sweater, and a ski coat
- Boating—tennis shoes with nonskid bottoms, denim and cotton outfits
- Swimming—bathing suits, sandals, and suntops

Shoes are very important for sports. The wrong shoes can damage your feet and ankles

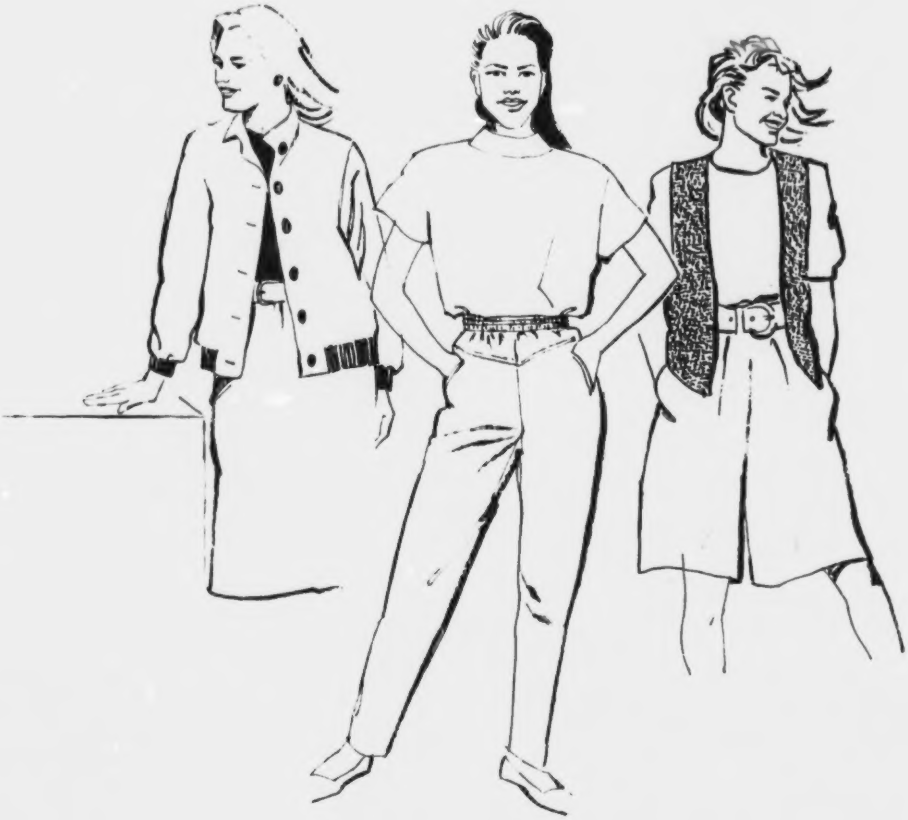


Fig. 3. Popular casual looks

and hurt your performance. Find out what the appropriate shoes are for your sport. Ask a friend who is active in the sport, or go to a sports shoe store and ask the salespeople.

Business Clothes

Dressing for business is important because women have become an influence in the business world. Business leaders agree that a good wardrobe is important. Young women wear business clothes for working, applying for jobs, and going to church. Members of youth leadership groups will also use business clothes for competitions and civic programs. Your choice of business clothing should have one goal. It should help you succeed at your job or task.

The type of business clothes you pick will project a specific image to others. If your goal is to succeed in the business world, wear clothes that say you are "all business." Business clothes should make you look like a competent and serious young woman.

The following guidelines will help you add new business clothes to your wardrobe. You may have business clothes that do not resemble the ones suggested. Go ahead and wear them. Match these suggestions as you add new business clothes to your wardrobe.

Business suits. Several combinations of business clothes are excellent (see fig. 4). Some women prefer a business suit with a matching skirt and jacket. Contrasting skirt and jacket combinations are also good. Dresses make good business clothes, especially if a jacket is added.

If you really want to look businesslike, wear a matching skirt and jacket. Researchers know that you will get better results with long-sleeved wool or linen suits. You can save money by buying synthetics or blends that look and feel like wool or linen.

Solids, tweeds, and small plaids are good patterns. Light grey and medium blue are the two best color choices. Camel and brown are also preferable suit colors. Avoid pinstripes, and think about accenting your suit with a coordinated scarf.

These are only guidelines to help you pick the best-looking suit. If you have a suit that does not look like this, you can still wear it. As you build your wardrobe, try to add business clothes that match these descriptions.

Blouses. You will also want to pick businesslike blouses for work. These should be fully cut with no frills or lace. Cotton and silk are the best fabrics. Synthetics that look or feel like cotton and silk are also good. Pick a blouse with a neckline no lower than 2 inches below the bottom of your neck. Look for colors that match your skirts. White, pale yellow, beige, and blue are good colors.

Dresses. The dress is one of the most useful garments a woman can own. Dresses can be used for casual, business, or formal activities. However, some dresses are better for business than others. A good business dress should be well tailored and simple. Solid colors such as deep blue, tan, dark brown, or grey are best. Try to avoid loud, bold solids and prints.

Pants. Many women wear pant outfits and pants for business. Although still not as common as the business suit, pants are appropriate for some jobs. Again, use your company's management as your model. If women in the organization seldom wear pants, stick to dresses and suits. If you decided to wear pants, invest in well-made wool, rayon, or cotton slacks.

Shoes. The best shoe for business is the plain pump. Dark colors like blue, black, deep brown, and grey are best. Avoid brightly colored shoes for business. The heel and toes of your shoes should be closed. Medium length heels are best. Accent your shoes with skin-colored hose.

Accessories. Top off your business suit with a coordinated scarf. Silk, polyester, and nylon are the best fabrics.

Women should wear well-made, simple jewelry that makes them look more businesslike. Save flashy jewelry for social occasions.

Handbags should also be simple. The more quality you can afford, the better it is for business wear. If you have no need for a handbag, don't take one.

Fashion Salespeople

How you dress for business depends to some extent on your particular business. If you sell Western wear, wear Western wear. Banking employees should wear conservative, tailored clothes. Many students work in fashion retailing. Wear fashionable clothes if you do. Wearing the latest fashions may help you sell them.

Formalwear

Proms, weddings, and some parties require formalwear. Formalwear is also called eveningwear because it is worn only in the evening. Formal attire requires a long dress or skirt. It can be as stylish as you like. Remember that you can ruin formalwear easily.

Look for these things when you buy. Pick formalwear that can be cleaned. Formal dresses and skirts can be too long. Shoe heels can rip the fabric if a dress is too long. Be sure that your formal apparel can be altered.

Selecting Clothes

Here are a few things to keep in mind before you start buying:

- Horizontal stripes and double-breasted clothing make you look heavier. Avoid them if you are overweight.
- Different-colored tops and bottoms make you look shorter. So do belts. Avoid them if you are short.
- Attractive eyes stand out if you wear the right colors. Blue eyes are emphasized when you wear light blue.
- Dark skin and dark eyes are set off by white or light colors.
- Avoid fashion fads. Your clothes will last longer if you do.

Hey! Look Yourself Over

Clothes alone do not make you well dressed. Always look in a full-length mirror before you go anywhere. Check to see if your hair is well groomed. Polish your fingernails if they need it. Brush your teeth and, if you need a shower, take one. Polish your shoes and brush off your jacket or sweater, too. Check to make sure you have a proper handbag. Look yourself over in the mirror again. You can be confident that you will make a good impression on other people.

Questions

1. There is an appropriate way to dress for every occasion. Explain why.
2. How can wearing the appropriate clothes for an activity help you?
3. What are examples of casual activities?
4. What do you wear to make a good impression on other people during casual activities?
5. Why are good shoes important for sports?
6. Which business suit will get you better results at work?
7. What colors are best for a business dress?
8. Is it good for salespeople to wear the latest fashions? Why?

Activities

1. Take an inventory of your wardrobe, dividing your clothes into casual, business, and formal categories. Make a list of your activities. Do you have the right clothes for your activities? What clothes do you need? Make a list.
2. Look in a sports magazine to see what the people wear who play your favorite sport. Write down the list. Describe in detail the shoes they are wearing.
3. Plan to do some detective work this afternoon. Go to the bank, and write down a description of how the bank officers are dressed. Then, go to a local department store, and write down a description of the way the salespeople are dressed. What were the differences? Why do they dress differently?
4. Go to the library and look in a business magazine. How are the women business leaders dressed? What styles are popular? Write a report comparing the styles you found throughout the magazine. Note similarities and differences.
5. What figure problems do you have? Do you have wide hips, large legs, narrow shoulders, or a short neck? Learn how you can dress to make these less noticeable. Find information in fashion books or magazines. List each problem, and briefly describe a solution for it.

SECTION III.
DEFINING YOURSELF

6: Your Personality
7: Your Image: Choices That Influence How Others See You
8: How You Relate to Others

6

Your Personality

Objectives: After completing this assignment, you will be able to—
1. *explain how to create a better self-image;*
2. *define the three types of personalities discussed; and*
3. *list personality traits and their attributes.*

Your personality is the sum of all your traits, qualities, characteristics, likes, and dislikes. No one has a personality quite like yours (fig. 1). Everyone has heard people comment on another individual's personality: "He/she has a great personality" or "She/he has a terrible personality." An important factor in shaping your personality is the outlook you have on life and its problems.

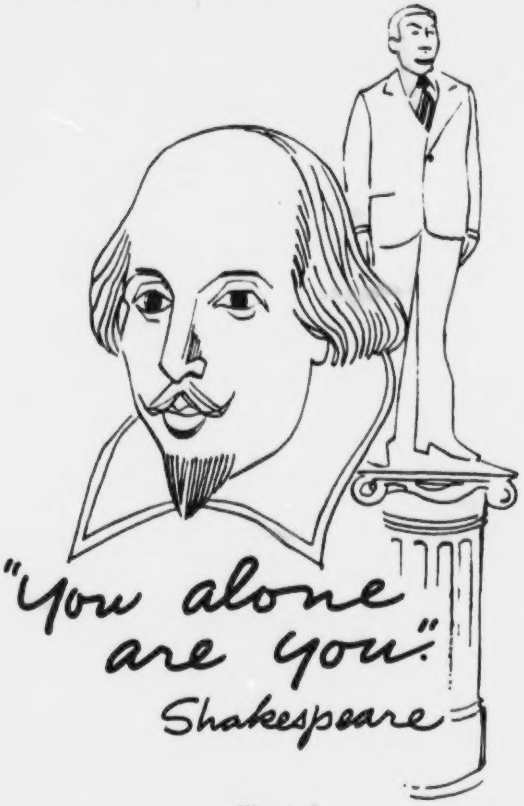


Figure 1

Liking Yourself

Before you can like other people, you must like yourself. Your self-image or self-concept is, simply, the picture you have of yourself. It is everything you think you are. It is probably the most important thing about you.

Your self-image began when you were a child with the way you were treated by your family. Then it was further formed by teachers and friends. Depending upon the way you were treated, you may have developed a poor or a healthy self-image. It does not matter which of these is true. You *are* special. There is no one exactly like you. If no one ever told you this or made you feel this way, then tell yourself. *You are special.*

To create a better self-image, you must get to know yourself better (fig. 2). This means that you must take a clear look at your good qualities and talents, as well as your faults and limitations. If you are honest, you will see your good points and accept your faults.

Understanding yourself also gives you insight into the feelings of others. This helps you to like other people and helps them to like you. You can understand their problems because you understand your own. You can relate to them and can respond when they are honest enough to let their feelings show. Get to know a special person. Get to know yourself.

Personality Types

Personalities can, to some extent, be typed and classified. Some people look outward, and others look inward. Those who look out

Apogee
PRODUCTS

Fig. 2. Get to know yourself.

ward are termed extroverts. The inward-lookers are called introverts. The *extrovert* is outgoing and likes to be with people. Social occasions often energize the extrovert. The *introvert* is quite content with solitary pursuits.

The person who exhibits characteristics of both the extrovert and introvert tends to give and take and maintain a balanced outlook. Most people display both kinds of behavior.

Two other terms are important in a discussion of personality. These are *dominant* and *submissive*. Dominant people tend to want to dominate and control other people. Submissive persons do the opposite. They tend to yield, compromise, and let others have their way. No one is completely dominant or submissive, but most people tend more toward one than the other.

Make an effort to understand your personality and improve it. A personality should be flexible and able to change. The best personalities never stop growing. A person can learn new ideas and explore new developments at any age. Be willing to drop old habits, ideas, beliefs, and prejudices. By doing so, you can reach the ultimate goal, which is your own personal happiness.

Personality Traits

Personality traits are those things that are so much a part of you that they make you different from other individuals. The personality traits listed here are considered very important:

1. Attitude
2. Courtesy
3. Dependability
4. Desire to succeed
5. Enthusiasm
6. Foresight
7. Honesty
8. Initiative
9. Neatness and personal appearance
10. Open-mindedness
11. Self-control
12. Sense of humor
13. Tact

Attitude. The trait that has the greatest effect on your personality is your attitude toward other people. The selfish employee is uncooperative on the job and shows little concern for other employees. The unselfish employee shows concern for others and maintains a positive, cooperative attitude.

Courtesy. Your attitude is shown most often in your courtesy toward others. Courteous people are honestly concerned about the comfort of others. They have good manners and use them. Extending courtesy to others or not extending it can make or break relationships.

Do not mistake courtesy for weakness. Only fools go out of their way to make enemies rather than friends. Remember that everyone is unique, and develop an attitude that places courtesy at the top of your list.

Dependability. You like people you can count on. A friend is someone who can be counted on and is dependable. Likewise, the person who can be counted on to complete tasks at a job is dependable. One of the highest compliments an employer can pay you is to tell you, or someone else, that you are dependable.

Desire to succeed. Success is not the result of luck, chance, good breaks, or a good horoscope. Success begins with your desire to succeed. Average people who have achieved success have one thing in common: the desire to succeed. Those who are most successful are those who want success the most. Bear Bryant, a famous football coach, had a saying, "Luck is when preparation meets opportunity." Prepare yourself for success.

Enthusiasm. Optimists are enthusiastic about life. They are overjoyed by the good things that are happening. Being happy and satisfied with a job can make it right for you. An enthusiastic individual finds pleasure in work. And, usually, others are happy to work around such a person.

Foresight. Foresight means, literally, seeing ahead. If you have foresight, you make things happen. You do not just let things happen. You are using foresight when you think about questions that could be asked during a job interview. Foresight helps you plan schedules and meet job deadlines. School assignments, money management, and even dating all require planning ahead. Success requires foresight!

Honesty. You must decide whether or not to be honest. When making this important decision, remember that honesty and trust go hand in hand. Honesty must be present if you are to trust others and they are to trust you. When an employer pays you for a day of work, he or she trusts that you will do it. Likewise, you trust your employer to pay you for the work you do.

Honesty has two sides. You must be honest yourself if you expect others to be honest with you.

Initiative. If you see what has to be done and do it, you show initiative. If you have to be told what to do and never start any extra work, you lack initiative. Employees with initiative seek out what needs to be done after they are through with their work. Start with small things, and see how a boss responds. Do you wonder why some people receive promotions and others do not? Often, the answer is simply initiative.

Neatness and personal appearance. Neatness can be seen in a variety of ways. It is shown in the way you dress. So you should wear clean and pressed clothing. Your personal appearance shows whether you are neat or not. A daily bath, fresh smell, clean hands and fingernails, clean shave, and proper dress give you a neat appearance. Keep your work area tidy and orderly. If you are clean and neat, you show pride in yourself.

Open-mindedness. Open-mindedness is the capacity to look at more than one side of a question or issue. Open-minded people can accept criticism of their work because they understand that their worth as a person is not in question. Such people take steps to improve. If a criticism is valid, they give other people the benefit of the doubt. Open-minded people are true individuals who are capable of appraising themselves.

Closed-minded individuals, in contrast, do not try to learn anything that disagrees with their beliefs. Closed-minded people can cause harm to their community, business, and school.

Punctuality. Punctuality means being on time. You know that this is vitally important in your personal life. If you say you will pick up your date at 7:30, you know that you should be there on time. If you arrive at 8:15, your date will probably be anxious or angry. When you make a commitment, you should follow through.

When you take a job, you make a commitment to be on time. It is just as unfair to your employer if you are late as it is to a date who is expecting you.

Develop the habit now of being on time. It is a habit that will pay off in the long run in both personal and business matters.

Self-control. How many times have you made this statement? "I wish I hadn't said that. If only I could take it back." You will not need to say this if you exercise self-control. With self-control, you can handle your emotions and your actions.

Some people tend to lose their temper quickly. If you have this problem, try these two things. First, try to look at the other person's side of the situation. Second, hold back your anger in order not to strain the relationship.

Just as you must learn to control your emotions, so too must you control your behavior. In business, employees are seldom under constant supervision. They must practice self-control if they are to perform their jobs well. Goofing off is a bad habit to develop. Self-control will remedy the problem. Develop self-control. Like punctuality, it can become a good habit.

Sense of humor. Develop a good sense of humor, and your job will be a pleasure rather than a burden. Humor can make even the worst situation better. Look for and enjoy the funny side of life, even if the joke is on you. Share your sense of humor with your co-workers. If the joke is truly funny, everyone will enjoy the chance to laugh.

Tact. Saying the right thing at the right time is tact. Being tactful does not mean being dishonest. Here is an example. Suppose that two workers in a clothing store have outfitted mannequins for a display window. You think that one of the displays is better suited for the window than the other, and it is your responsibility to choose between the two. If you were tactless, you might say, "John's outfit really doesn't look very good. I don't like it at all. Let's use Mary's in the window." If you were in John's shoes, you can imagine how he would feel.

A tactful way to handle the situation would be to say, "John, that's a good-looking display. But in this instance, I think that Mary's will work better. I think I can find another place in the store to use yours. Good work. Thanks."

In the second example, you were both truthful and tactful. The second statement says something nice about John's efforts and expresses appreciation to him. At the same time, it makes it clear that you intend to use Mary's display.

Being tactful is knowing how and when to say something. Master tact. It will help you to develop and maintain productive relationships with your co-workers.

Case Problems in Human Relations

Jim Stuart and too many bosses. Jim Stuart works in a small dry goods store owned and operated by Mr. and Mrs. Sanchez. Besides Jim, there is one other employee, Mrs. Alley, a salesperson who has worked in the store for 12 years. Jim is her part-time assistant.

Jim is supposed to stock, pack, unpack, sort, tag, deliver, sweep, and help with displays most of the time. When there is a lot of business, he often sells and makes change. Jim's coordinator at school suggested that Jim could learn more by volunteering to do other jobs. Jim decided to take the advice.

One day when he had the time, he observed Mrs. Alley preparing the daily register sheet, totaling sales, and making out the bank deposit slips, which were to be dropped into the night depository at the bank. He asked Mrs. Alley to show him how to prepare these forms so he could do them when she was busy. Mrs. Alley agreed and spent several minutes explaining the various steps.

But Mr. Sanchez was upset with Jim and chastised him for taking on jobs that were none of his business. He told Jim that when he wanted Jim to have that experience, he would tell him. Until that time, Jim should do his own work and not bother Mrs. Alley.

Later in the week, Mrs. Alley was ill, and the store was very busy. Mrs. Sanchez told Jim to make out the deposit slips and take them to the bank before it closed. Jim agreed with Mrs. Sanchez and made the deposit.

When he returned to the store, Mr. Sanchez was again very angry. He took Jim to the stockroom and told him what would happen if he took on any other jobs without Mr. Sanchez's authority. Even when Jim protested and tried to explain, Mr. Sanchez dismissed the explanation. He repeated that Jim should do only those tasks stated in his training agreement. Jim expected Mrs. Sanchez to explain to her husband that she had asked him to go to the bank.

- What personality traits are causing problems here?
- What should Jim do now?
- What can Jim do to prevent similar situations from arising again?

Mary Schneider and too many workers. Mary Schneider works for a large wholesale distributor. Her employer and her supervisor advised her to conduct a study of the stockroom to see what could be done to make it more efficient by reducing waste and unnecessary expenses.

Mary is the youngest employee in the department. When she told the other workers about her project, they smiled and teased her about it in fun. Later, when Mary asked questions about how to do the study, the other employees were resentful. They felt that she was prying into other people's business.

Unfortunately, because Mary was serious about her project and tried to do a good job, she made enemies and was no longer welcomed into the small groups. She also overheard remarks accusing her of being a busy-body who was too smart for her own good.

After several weeks, Mary decided that the project was not worth making enemies and losing friends. She told her supervisor and her employer about her plans to drop the project. Both counseled her to ignore what others might say and to continue the study. She consented and completed the study.

Mary is concerned because her study shows that there are too many employees in the department, that most of them are idle several hours each day, and that they take too many breaks. It is clear that dollars are wasted by not shifting some of these employees to other jobs. Mary has a battle with her conscience.

- Should she forget her findings and say nothing?
- Should she tell her supervisor and employer?
- Should she quit her job and avoid the problem?
- What personality traits are causing problems here?
- How could the problems with her fellow employees have been prevented?

Questions

1. Explain the term *self-image*.
2. How can a person create a better self-image?
3. What is an extrovert? an introvert?
4. When describing personality, what do the terms *dominant* and *submissive* mean?
5. What does "having a good attitude" mean?
6. What does it mean to say that an individual is dependable on the job?
7. What is foresight?
8. How can you show initiative?
9. How do people show that they are closed-minded?

Activities

1. Personality traits are those characteristics that make you different from other individuals. With this in mind, ask yourself how well you like your personality now. How would you like to be in the future? Use the following chart as a guide to compare the present you and the future you.

	Now	*Future*
Attitude		
Courtesy		
Dependability		
Desire to succeed		
Enthusiasm		
Foresight		
Honesty		

2. Discuss the conclusions you came to about Jim Stuart's problem in Case Study 1 and Mary Schneider's problem in Case Study 2.

7

Your Image: Choices That Influence How Others See You

Objectives: After completing this assignment, you will be able to—

1. *define and describe the key to social awareness;*
2. *explain the correct ways to make introductions;*
3. *cite the consequences of smoking;*
4. *explain drinking as it relates to your lifestyle;*
5. *describe various drugs and their effects on the body;*
6. *explain the effects on your career of breaking laws; and*
7. *explain why a good job record is important.*

The way others think of you is important. Your friends, teachers, and employers will base their image of you on your actions. The image they create is a sort of historical record that will shape the way they treat you. You can help others to form a good image of you in their minds. Since you are the only person who can control your actions, you can help others to form a good image of you in their minds. If you give consideration to others, you will find that, in general, they will respect and approve of you. They will return your consideration.

Many people will base their image of you on very short meetings. This may sound unfair, but it isn't. You do the same thing. Consider this example. Think about your first meeting with a friend. If your friend had been rude, the two of you might never have become friends. On the basis of a short meeting, you decided that this person might make a good friend.

Some people will form an image of you without talking to you. Colleges, trade schools, and employers will form an image of you based on your application. They will also base it on references others give for you. Make sure that your actions are such that others form a good image of you. Consider these things that will help.

Social Awareness

Social awareness means doing the right thing at the right time. It is a learned skill. The key to social awareness is consideration. If you consider others, you make every attempt not to offend them or hurt their feelings. The socially aware individual has learned how to be considerate.

You will find that you are more comfortable in new situations when you are socially aware. You will feel confident that you know how and when to do the right thing. This is especially true in the world of work. Socially aware people find it much easier to work with others, and co-workers appreciate socially aware people.

Expression. One of the first steps in social awareness is knowing how you look. A pleasant facial expression welcomes others. If you smile and look at the bright side of life, others will smile with you. It's difficult to smile if you look at life as a bad experience.

Introductions. Learn to introduce one person to another. It's simple. You will need to make introductions for the rest of your life. There are three basic types of introductions. You may introduce two people of the same sex. You may introduce two people of the opposite sex. Or you may introduce an individual to a group.

When you introduce two people of the same sex, mention the older person or more important person first. Say, "This is...," if it is informal. Say, "May I introduce...?" if you want to be formal.

Say: "Mr. Clark, this is Ken Blake."

Or: "Dr. Washington, may I introduce Mr. Lake?"

Or: "Dad, this is my friend Jeff Grey."

Remember to mention the name of the older or more important person first.

When introducing two people of the opposite sex, use the woman's name first, except when the man holds an important position.

Say: "Ms. Bey, may I introduce Bob Jeffers?"

Or: "Congressman Watkins, may I introduce Mrs. Banks?"

Or: "Liz, this is Frank."

When you introduce an individual to a group, use the individual's name first.

Say: "Don Phillips, this is Claire Jones, Robert Sanchez, and Mary Foster."

During an introduction, men should stand and shake hands. Women have the option to stand or remain seated and shake hands.

When you are introduced, speak to other people. The best and most widely used reply is "How do you do?" Use a simple "Hi" if it is very informal. Look each person in the eye, and smile when you reply.

Handshakes are a way of greeting other people. Keep a few things in mind when you shake hands. Make your handshake brief but firm. Avoid breaking the other person's hand. On the other hand, never give a limp "dead fish" handshake. Practice shaking hands with your friends or parents (see fig. 1).

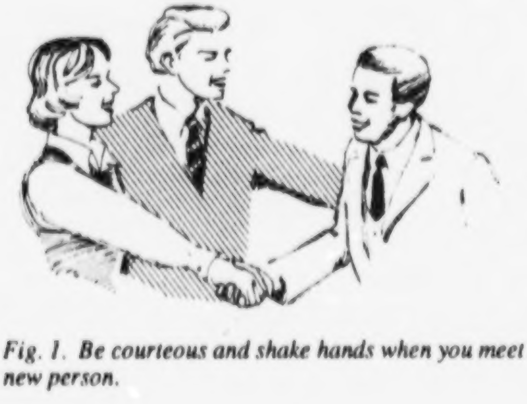


Fig. 1. Be courteous and shake hands when you meet a new person.

Eating. Good manners are appropriate when eating, whether you are at home or in public. When you do not know exactly what's proper, follow this rule. Watch what others do; they will probably give you some idea of what you should be doing. Here are a few other pointers:

1. Women should be seated before men.
2. Place your napkin in your lap.
3. Sit up to the table, not away from it.
4. Women should order first.
5. Wait for all the food to be on the table before you begin eating.
6. Put the hand you do not use on your lap.
7. Never put your elbows on the table.
8. Chew with your mouth closed.
9. Never talk with your mouth full. It looks and sounds very unattractive.
10. When you have finished your meal, put your knife and fork on top of the plate, not on the side. To do this keeps them from falling off when your plate is removed.
11. Always thank the host or hostess for the meal, even if it is your mom and dad. They will appreciate it.

Some of these suggestions may seem a little out of place in your life. But, someday, you may be in a situation where they will come in handy. Think how confident you will feel if you know ahead of time what to do.

Gum. Chewing gum, especially if you do it on the job, can hurt your image. People who are chewing gum or blowing bubbles do not look businesslike. Moreover, the mess and litter gum creates must be disposed of in some way.

Imagine how the President would look if he chewed gum while making a speech. Not a very good image, is it? Avoid damaging your own image by following these simple suggestions:

1. Chew gum with your mouth closed. Smacking gum is unpleasant.
2. Dispose of your wrappers and empty gum packages in a trash can.
3. Never chew gum at work. It is not good business.

More. The material covered in this assignment gives you a head start on the road to social awareness. Watch people who possess and practice social awareness, and learn to practice consideration. This is the most important tool of all.

Choices That Negatively Influence Your Image and Severely Limit Your Future

Even though social awareness will further your development, you still face social influences that can dramatically alter your future. Each day, you have to make choices—choices that will affect you now and in the future. You can choose whether to develop a strong, healthy body. You can choose how to develop your self-image. You also can choose to develop or not to develop habits that are harmful to your body and your future.

Whether you smoke, drink, or use drugs is your choice. But, in making the choice, you need to be fully aware of the potential damage you could cause by indulging in any of these habits.

Tobacco

Cigarette smoking is a serious health hazard. The majority of physicians, the American Medical Association, and the U.S. Congress accepted this when they enacted a law called the federal Cigarette Labeling and Advertising Act.

Read these conclusions of the U.S. Public Health Service about the consequences of smoking cigarettes:

1. Cigarette smokers die at earlier ages and have more days of illness than nonsmokers.
2. Health problems can be prevented by not smoking. Most early deaths from lung cancer, a large portion of deaths from chronic bronchitis and emphysema, and a portion of the early deaths from heart disease would not have occurred had it not been for smoking.
3. Extreme disability from respiratory and heart diseases is reduced by the choice not to smoke.
4. Quitting or reducing smoking is beneficial to health. It can delay or eliminate a large portion of the deaths from lung cancer, respiratory diseases, and heart disease.

Why do people smoke if it is unhealthy? Motives vary, but usually they are social. (Read the profile of a smoker in figure 2.) Remember that your friends and family are also affected if you choose to smoke.

In some public buildings, smoking is against the law. In addition, many recreational places, such as restaurants and theaters, have smoking and nonsmoking sections. Sit in the smoking section if you might smoke. Before you light a cigarette, ask the people around you if they object. Your smoke affects them as much as it does you, so if they ask you not to smoke, don't. You should also refrain from smoking on the job. And finally, never smoke in bed; many house fires are started that way.

The Effects of Using Alcohol and Drugs

The so-called drug problem is not new. It began before the Civil War. Most regular alcohol or drug users believe they have good reasons for taking the drugs. Some take drugs for medical reasons, and others give social reasons. Many people have used alcohol and drugs for fun.

All drug users have one thing in common. Alcohol and drugs have specific effects on them. These effects may not always be extreme, serious, or even severe. But even moderate effects can detract from your physical and mental performance.

Millions of people throughout the world have problems related to alcohol and drug use. They did not know they would have problems when they started using these drugs. Each problem began with a single decision to try drugs.

Alcohol

What is alcohol? Alcohol is a natural substance formed by fermenting sugar and yeast spores. It is a drug, and, like other sedatives, it is a central nervous system depressant. Alcohol can also be called a food since it contains calories.

What effect does alcohol have? Alcohol appears to tranquilize some people and to stimulate others. Alcohol acts first on an individual's self-control and learned behaviors, causing the person to become aggressive or

PROFILE OF A SMOKER

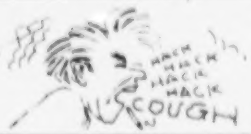
STAGE	SYMPTOMS	AGE OF SMOKER	AMOUNT OF SMOKING	COST/YEAR	TEN-YEAR CUMULATIVE COST	MOTIVATION
	Nausea and palpitation	8-12	1 cigarette			Forbidden fruit Curiosity
	Shortness of breath, nausea, and fast pulse	12-16	1 or 2 per day	$3 - 7	$30 - 70	Maturity image Beginning habit
	Inhibited taste and shortness of breath	16-20	6-10 per day	$43-73	$430-730	Enough approval Increasing habituation
	Shortness of breath, yellowed teeth and fingers	20-30	10-20 per day	$73-146	$730-1,460	Strong habituation
 HACK HACK HACK HACK COUGH	Cough and Nasal drip Shortness of breath	30	20-40 per day	$146-292	$1,460-2,920	Marked habituation Wants to quit for health reasons, but can't

Figure 2

withdrawn. In large doses, alcohol can dull sensations and impair coordination, memory, and judgment. Over long periods of time, alcohol can damage the liver and heart and cause permanent brain damage.

What dangers are associated with alcohol? Even one or two drinks can be enough to impair your ability to drive a car. Many deaths are caused by drivers who have been drinking.

Alcohol can kill. Some people are affected more than others, but a large dose of alcohol affects the part of the brain that controls breathing. Alcohol can cause respiratory failure, which may result in death. Withdrawal has also caused death.

Important note: The use of alcohol in combination with other drugs can be fatal. Do not experiment.

What is alcoholism? A person who is an alcoholic cannot say "no" to drinking, or cannot stop drinking. In general, an alcoholic is one who cannot control drinking, must drink, or whose drinking has adversely affected family, friends, or job performance.

Often it takes courage to say no to an offer of alcohol. Say no casually and firmly. Avoid excuses, explanations, and arguments. If you hesitate, you encourage others to argue with you. You don't have to defend your choice. This is strictly a matter of personal preference.

Have confidence in your own choice not to drink. Your firm answer to others will make your choice clear, and they will respect you for it.

Drugs

Marijuana. *What is marijuana?* Marijuana comes from the hemp plant (botanical name *Cannabis sativa*). The chief mind-altering chemical is THC, but 400 other chemicals are produced by the plant. The amount of THC in the plant determines the strength of the drug.

What are the immediate effects of marijuana? Most users experience an increased heart rate, reddening of the eyes, a dry mouth, and a cough. Short-term memory is also weakened.

How long do the effects of marijuana last? The immediate effects last from one to several hours. Subtler effects on the body last longer. Unlike alcohol, marijuana is fat soluble, which means that it is stored in the body.

What are the effects of long-term use? Besides the physical effects of marijuana, the use of the drug seems to interfere with growing up. By providing an escape from reality, it can prevent young people from learning maturity, independence, and responsibility. Marijuana also affects the brain and reproductive system. In addition, there is greater incidence of physical injury the longer the drug is used.

Research shows that smoking and inhaling marijuana smoke will expectedly produce bronchial irritation and interfere with lung functioning. The amount of air moved in and out of the lungs has been shown to decrease in young persons smoking four or more joints a week. This decrease is similar to the effects of smoking a pack of cigarettes a day.

What kind of emotional and psychological problems can result from the use of marijuana? Anxiety and panic have often been noted in users. Accidents occur because of impaired judgment and time and space distortions. Some users become suspicious of other people.

Is hashish another name for marijuana? No. Hashish is the dark brown resin taken from the very top of the *Cannabis* plant. It is much stronger than crude marijuana: Hashish oil contains up to four times as much THC as marijuana.

Is marijuana less harmful than alcohol? No. The two are different, so they are difficult to compare. Alcohol is a "simple" drug in the sense that it is water soluble—which means that it leaves the body quickly and completely. However, it can damage the liver, heart, and brain if consumed in quantity.

THC in marijuana in contrast is fat soluble, which means that it takes a long time to leave the body. The long-term effects of extended marijuana use are not yet completely known or understood.

What is meant by decriminalization? It means revising laws so that the use of marijuana carries a civil penalty rather than a criminal one. In other words, an offender would be fined rather than imprisoned. Some states have made the use of marijuana in limited amounts a misdemeanor rather than a felony. Decriminalization does *not* legalize the use of marijuana.

Narcotics. *What is a narcotic?* A narcotic is a drug that relieves pain and makes you sleepy. Most narcotics are derived from the opium poppy, but some of them are synthetic. Opium, morphine, codeine, heroin, and methadone are narcotics. All narcotics are addictive.

Which narcotics are abused? Heroin accounts for a large percentage of the narcotic addiction in the United States. Heroin is no longer prescribed by doctors. All of it is smuggled into this country. Over-the-counter prescriptions such as paregoric contain morphine. Cough syrups with codeine and other narcotics are also abused, as is methadone.

Why do people become dependent on heroin? People who are in physical or psychological pain sometimes turn to heroin for relief. It's usually in powder form. Anyone who takes the drug regularly can become dependent on heroin. Continued use of heroin causes dependence.

How are narcotics taken? Narcotics are often injected. Users often loan their needles to other users. This creates the danger of hepatitis, tetanus, skin infections, and AIDS. Narcotics can be obtained in tablet, capsule, or powder form.

What types of treatment are available to the heroin addict? Anyone addicted to heroin can find local community agencies that can help quickly. These agencies provide treatment, counseling, and job training for long-term narcotic users. Community agencies can also help users of other types of drugs.

Hallucinogens. *What are hallucinogens?* These are often called mind-expanding drugs. Commonly, users experience changes in their perceptions of time and space, develop false beliefs, and experience totally unreal situations (hallucinations). The effects are different for each person. Even the same person using the same drug may experience different reactions at different times. LSD, mescaline, morning glory seeds, DNT, MDA, STF, and psilocybin are hallucinogens.

What are the immediate physical effects of LSD? Two different effects are found. Loss of thought control may create panic reactions or feelings of being all-powerful. Both of these states can cause people to do things that can lead to death or injury. Prolonged use of LSD may create severe anxiety or depression and cause extended breaks with reality (for weeks or months).

What is PCP? PCP, or angel dust, was developed as an anesthetic. Research shows that PCP seems to scramble brain stimuli. This alters the manner in which a user sees and deals with the world. Even everyday activities like walking and driving can be difficult tasks for PCP users. Hospitals and crisis centers are seeing an increase in patients taking overdoses of this narcotic.

Stimulants. *What are stimulants?* Stimulants are drugs that increase activity. They have been used as diet pills, to treat mild depression, and to treat overactive children. Some of the common stimulants are cocaine, caffeine, and amphetamines. Stimulants are also called uppers or pep pills.

Why do people use amphetamines? Some people use these drugs under medical supervision to control appetite. Others use them to feel alert and energetic. Since amphetamines stimulate the central nervous system, they increase alertness, speech, and general physical activity.

Can amphetamine users become dependent? Yes. People who sustain use of these drugs often feel they need the drug to get by. Then they continue to take the drug to keep from feeling depressed.

What is cocaine? Cocaine comes from coca plant leaves. Users inhale a white powder. Some users ingest, inject, or smoke a form called freebase cocaine.

What are the effects of cocaine? Paranoia and psychosis are common in users who are prone to mental problems. Nausea, stomach problems, restlessness, and convulsions are also reported. Sniffing or snorting of cocaine can result in damage to the tissue inside the nose.

Is cocaine toxic? Yes. Death results from seizures followed by lung failure and coma. Heart failure has caused some deaths. One note: cocaine users often become dependent on it. They insist on using the drug more. Increased use broadens the chances of developing bad health problems.

It is extremely important to remember that the use of drugs without a doctor's prescription is illegal. At some time, you may have the opportunity to experiment with drugs. Reading this section has given you some basic knowledge. It has not given you everything that is known on the subject. This is only a brief sketch of the effects of drugs.

Physical and behavioral effects can result from drug use. Changes in your behavior can change the way others see you. Dependency can damage your chances for a successful life. Legal problems from drug use may follow you through the rest of your life. Make intelligent decisions based on the facts.

Positive Choices Build Your Career Image

Businesses and schools hire or admit people who project a good image. This may be of little interest to you now. However, many of the things you do now will affect your future. You can begin to build a good image of yourself right now by following these suggestions.

School. Good grades will be important to your career. If you want to go to a college or a trade school, they can help you to enter. If you apply for a job, they may be the factor that decides whether you get the job.

School is a place where you can develop your talents. When you do well, you show that you think you are valuable. You show that you want to develop yourself and be good at something. Good grades are proof to colleges and trade schools that you can succeed.

Take advantage of school activities. Youth leadership organizations offer excellent opportunities for you to develop your talents and abilities. Get to know your teachers. They can help you in school. They can also help you get into college or provide references for employers.

Driving. Drive carefully, and obey the traffic laws. Your driving record is permanent, and a poor driving record indicates carelessness. Salespeople, warehouse workers, service workers, and many other workers drive on the job. A poor record can keep you from getting one of these jobs. Avoid the temptation to show off when you drive.

Drugs. No one expects to develop a problem with drugs or alcohol, yet this happens to thousands of teenagers each year. Employers will avoid someone with a history of drug problems. Do what's beneficial for you and your career. Protect yourself from becoming a drug abuser.

Many major employers perform pre-employment drug screening, evaluating the results before deciding whether to interview the applicant. If evidence of drugs and/or alcohol is found, he/she is usually not considered for the position. Drug screening may be required of employees at anytime, even after initial hiring.

Laws. Obey the law. You may find yourself under pressure to steal, drink and drive, or use drugs. Avoid the temptations. No one who does these things expects to be arrested. Yet thousands of teenagers are arrested every year for breaking these laws.

If you are convicted of a crime, you eliminate many job possibilities for yourself. You will not be approved for a security clearance in the military. Financial and research industries may not be able to hire you. Businesses may not be able to get insurance on you. Without insurance, they will not be able to hire you for jobs that require you to handle money or valuables.

Jobs. Develop a good image as a worker. Businesses call your former employers before they hire you. Job hopping, problems with other workers, and absenteeism sound bad to a future employer.

Stick with your job. Do not change from one job to another too quickly. Work hard for every hour you are paid. Be honest with your employer. Practice good human relations with other workers. Be on the job when you are scheduled. You will be working most of your life. Develop the image—and the habits—of a good worker.

Questions

1. What is the key to social awareness, and what does it mean?
2. How should you introduce two people of the same sex?
3. When you do not know the proper manners to use, what should you do?
4. On what should you base your decisions about drinking, smoking, and using drugs?
5. What are four conclusions of the U.S. Public Health Service concerning the consequences of smoking cigarettes?
6. What are the effects of alcohol?
7. Why will grades be important to your career?
8. How can being convicted of a crime eliminate many job possibilities for you?

Activities

1. How important is consideration to you? Of all your family members and friends, who is the most considerate? What can you do to be as considerate as this person?
2. Ask your manager or personnel director to set up a short meeting. Find out what they look for when they hire. Write a report listing how important social awareness, school record, driving record, legal record, and work history are to them.
3. Find out what the drug problems are in your town. Go to a drug treatment or counseling center, and talk to the personnel there. Find out what the major problems are. How does the treatment center in your town work? Write a brief report.

8

How You Relate to Others

Objectives: After completing this assignment, you will be able to—

1. *recognize how your voice influences your ability to communicate with others;*
2. *know how to improve your word power;*
3. *name a few things that make a good conversationalist;*
4. *explain which relationships can be the most difficult;*
5. *describe the benefit of having friends who are different from you; and*
6. *identify the solution to most problems in human relations.*

You exchange ideas and thoughts with other people by communicating. You will normally communicate by writing or speaking. This assignment deals with speaking, which is a very important communication skill. When you have an idea or thought, you choose certain words to help you communicate. You put them together so that they have meaning. You accent them with a vocal tone that adds extra meaning.

Good speaking habits can be learned. You can learn which words and expressions detract from your speech, and you can learn which tones of voice can help you to communicate. Your first task is to become aware of your own speaking habits. After that, you can improve them.

Voice Quality

You have a special voice quality which identifies you as much as your walk or the color of your eyes. Your friends and family can recognize your voice even when they can't see you.

You may like the quality of your voice. Perhaps you have had the chance to listen to it on a tape recording at school or at home. You may also have noticed some things you dislike about it or would like to improve.

You may speak too softly or pronounce words unclearly. Perhaps you speak too rapidly or use the same tone all the time. If you never vary your tone of voice, everything you say will sound the same. The use of only one tone of voice is called a monotone.

The first step to improving your voice quality is to make the effort to become aware of it. Then you can slow down, speed up, speak more clearly, or raise or lower your voice.

Good voice quality doesn't just happen. You will have to work at improving your voice quality. Practice with a tape recorder can help. Or you might enroll in a speech or drama class.

Word Power

Many people are unable to express themselves the way they would like to. Is this true for you? Maybe you avoid saying anything because you don't know how to put the "right" words together. Maybe you catch yourself using words like "great" or "wow" over and over again. If you do, you are lacking in word power. Your language says a lot about you.

You can do a lot to improve your word power. Try reading more. Look up words you don't understand to find out what they mean and how they are pronounced (fig. 1). Even when you look up a word, you still may not understand it. If this happens, ask someone who will know, such as a teacher or a family member.

Take English classes seriously; they have a lot to offer. Listen to others who you think have good speech habits. Keep one thing in

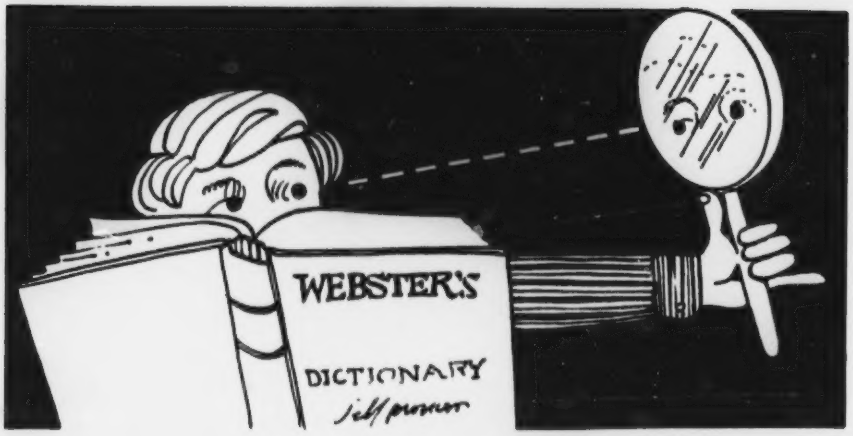


Fig. 1. Make a habit of looking up words you don't understand.

mind: Word power is learned; it does not come automatically.

A Good Conversationalist

You can learn to be a good conversationalist just like you can learn good voice quality and increased word power. A good conversationalist can talk to other people easily. The first obstacle to good conversation is a lack of self-confidence. With self-confidence, you can feel comfortable enough to start a conversation. Participate in conversations with people other than your own friends and family.

What makes a good conversationalist? Here are a few things.

1. Good conversationalists can open by talking about something going on around them. Whether it's the weather, an event, or the reason for a meeting, look for things to talk about that are simple but relevant to the moment.
2. Good conversationalists ask other people about their interests. They tend to talk about the other person, not themselves. They are willing to share information about themselves when asked.
3. Good conversationalists avoid subjects that create strong feelings and unnecessary conflict. They talk about ideas that will be of interest to others and themselves.

You can learn to be a good conversationalist through observation. Observe those people you consider to be good conversationalists. Notice how they handle various situations, then practice what you have learned and observed. Practice is the best way to build your self-confidence in speaking with others.

Getting Along with Others

The ability to get along with others is a rare gift. **False.** It is a gift that many people have and many others have developed. If you need to improve in this area, you can do a number of things. Become interested in people, and find out what they like and enjoy. Be willing to listen. Do not be afraid to share real feelings. Treat people as you would like to be treated.

It is easy to get along with members of your family. **False.** Family relationships can be the most difficult of all. Living together in close quarters can, at times, bring out the worst in people. But tensions can be eased when all family members try to show more courtesy, respect, and, of course, love. This means that you should become more tolerant and less critical.

The real secret of getting along is to demand your own way. **False.** Instead, it is to discover other people's needs and to try to meet those needs. When people need to talk, you can listen. If they are depressed, listen to their problems and then try to interest them in other things. Offer companionship to others when it is needed.

What you expect from other people has a lot to do with your relationships. **True.** If you expect your little sister to care and be understanding, she will probably try hard to please you. Expecting kindness, loyalty, and enthusiasm usually brings the desired response. When you look for the best in others, it is often given.

You may be saying, I should "build people up." Isn't that phony and insincere? It all depends. If you tell people things that are untrue or that you do not believe, then it's phony. If you look for the fine qualities in people and point them out, that is sincere. If you discover the positive attitudes and attributes in other people, they will probably show you even more.

It is smart to choose friends who are as much like you as possible. **False.** It is easy to slip into a rut and stay there. Your friends are usually the people who live in your neighborhood or go to your school. Their values are likely to be similar to yours. Such people can be wonderful friends. Because they are so much like you, they usually understand your feelings.

But friends who are different provide interesting contrasts. It is important that you make friends of different backgrounds, nationalities, interests, and even points of view. Friends who are different from you expand your horizons and give you fresh insights.

Anyone can have more friends. **True.** To gain friends and for people to like you, you must be a friend to them. That means you must show certain traits and attitudes that promote friendliness. The key to friendship is considering the feelings of others.

The way to impress people is by acting as if you are "somebody." **False.** The way to impress people is to be yourself. Others are impressed with your sincerity, honesty, and naturalness. People are not usually fooled for long when you pretend to be something you are not, and they are usually disappointed when they see through your act. Sometimes they become suspicious, distrustful, and even hostile.

My boss tells me it is easy to get along with customers. **True.** Remember that customers are people. Their feelings are much like yours. They like to be treated well. They like to hear their own names, and they like courtesy and helpfulness. They also like to feel important. When you treat them right, they will come back and ask for you again. That, in turn, will make you feel important.

I have noticed that some people are just naturally difficult to know and hard to get along with. Am I right? Of course you are. Unfortunately, some people do not like themselves. It is difficult for them to understand, like, and relate to others. Others may be very shy, but are friendly and open when approached.

Make a special effort to get along with these people. That is the best you can do. Sometimes you can win these people over. They often do not have many friends, and they are very loyal to those they like.

Trust plays an important part in relationships. **True.** Trust is vital to any close relationship. Several things build trust. Keeping your word, keeping confidences, and being honest are some. Being honest does not mean you have to tell everything. Promising more than you can deliver creates problems of trust. Failing to keep promises damages a relationship and can destroy it entirely.

Since most people cannot stand to be criticized, there is no room in a relationship for criticism. **False.** Many kinds of criticism exist. Nobody likes to be "picked on" or put down. That kind of criticism is unhealthy and destructive. But constructive criticism is offered when one person cares for another. Being able to see the other person's point of view can broaden your own point of view. When two people can exchange information with each other in a caring and responsible way, their friendship is enhanced.

Seeing the other person's point of view is the answer to most problems in human relations.

Questions

1. How can you make an effort to slow down your speech, speed it up, speak more clearly, or raise or lower your voice?
2. What can you do to improve your word power?
3. Name a few things that make a good conversationalist.
4. Which relationships can be the most difficult? Explain.

5. What can friends who are different from you offer you?
6. To sum up, what is the solution to most problems in human relations?

Activity

Find a way to record your voice. (If your school has a tape recorder, enlist the help of your instructor.) Make a one- or two-minute recording by reading or talking into the recorder. Then play the tape back. What do you hear? Write a brief summary of how your voice sounds to you and what you can do to improve it.

SECTION IV.
ASSESSING YOUR SKILLS AND DEFINING YOUR GOALS

9: Goals for Your Career
10: Where Are You Now?

9

Goals for Your Career

Objectives: After completing this assignment, you will be able to—

1. *explain how a career helps develop individuality;*
2. *list eight guidelines for setting goals;*
3. *explain the importance of goals to a career;*
4. *explain how futures are shaped;*
5. *explain sources of conflict;*
6. *decide who or what has the greatest impact on your morals and ethics; and*
7. *write a paragraph about how your goals, beliefs, and activities will shape your future.*

How many times have you wished for a crystal ball? If you had one, you could tell the future. You could see where to apply for jobs, what your career will look like, and how successful you will be. A crystal ball could tell you how many of your goals you will achieve.

The crystal ball would probably indicate that you will have a job most of your life. You may go to college first, or you may elect to start a career. Whatever the case, you can make decisions now that will help your career be successful. Without looking at the crystal ball, you can be assured that success in your career will have a marked impact on your ability to fulfill your life dreams.

What Your Career Can Mean

When you were a child, your world was limited to your parents, family, friends, and neighborhood. Your world has expanded now.

The world of work broadens these horizons even more and makes life more exciting. Rewarding and exciting careers are open to you, but you must be willing to search for them. Setting goals for your career should be a part of your broadening horizons.

Becoming an individual. Each person likes to think of herself or himself as an individual. An individual is marked by the quality of independence. By choosing and maintaining a career, a person can gain independence. Your career is the first step toward developing a strong sense of individuality and independence.

Responsibility. You take the first step toward the independence you want and need when you enter the world of work. If you want to be independent, you must assume some responsibility and make your own decisions. Then you will receive the rewards of your actions. Assuming responsibility means facing up to duties, obligations, and tasks. There is no guarantee that these will always be fun or exciting.

Here is an example. Carla signed up for a co-op program during her junior year in high school and was placed in a "dream" job. Carla had a great personality and loved clothes and people. She was a "natural" for the boutique where she was hired. Her first few days on the job were exciting because of all the interesting people and clothes. Her boss took special interest in her, spending many hours with her to make sure she understood the duties and responsibilities of her new job.

Carla had made it. Or had she? After a couple of weeks on the job, she asked for a conference with her coordinator. She explained that her job was not what she had thought it would be. Carla said she enjoyed helping customers but hated the stock work she was required to do. To Carla, the job was no longer just fun. It carried with it some tasks she found boring and dull.

How was Carla handling responsibility? Did she have clear ideas about what a job should be? How should she correct her problem?

Setting Goals

The word *goal* is not always properly understood. It is both misused and overused. Goals are hard to define and identify. But in spite of the difficulties, most of us share important goals in regard to school, career, and personal relationships.

Psychologists who study achievement say goals are necessary. Why? The answer is simple: You must know what you want in order to get it. If your goal is to score a touchdown, you have to know where the goal line is. People who are high achievers usually have goals.

Goals may be conscious or unconscious, but, whichever they are, without them you may work hard but never achieve very much. Failing to achieve can lessen your confidence. On the other hand, achieving your goals can bring you the happiness and fulfillment that result from knowing who you are, relating well to other people, and doing a good job.

Here are a few guidelines to help you put goals to work in your life:

- *Set your goals yourself.* Your chances for success are greater when you set your own goals. You are not as likely to attain goals that your parents or counselors set for you.
- *Use a series of small or short-term goals as stepping-stones to larger ones.* Goals must be within your reach so that you feel they can be achieved. When you reach one, you are motivated to go on to a larger goal.
- *Set a time limit for each goal.* Becoming a store manager sounds like a good goal. When will you begin? How much time will you allow yourself? Will you become assistant manager while you are in school? Will you continue to pursue the goal if managing causes problems with your social life?
- *Be flexible.* Goals must be definite enough to give clear direction but flexible enough to allow for the unexpected.
- *Plan alternatives.* You may be able to achieve every goal you set. But if something happens to upset your carefully thought-out plans, you need to have alternatives. You will achieve more if you are able to revise or change your goals to fit the circumstances.
- *Avoid excuses.* You cheat yourself when you use excuses. Set goals that you can achieve and make sound plans to achieve them. If something goes wrong, instead of making excuses, re-evaluate your plan, and revise your goal(s) so they are achievable.
- *Work hard to achieve your goals.* Thinking about goals will not get them done. Achievement takes hard work.
- *Write your goals down.* Place a list of your goals in a spot where you can see it every day. Make changes in the list as often as you need. This will help you keep your goals in focus.

Creating Your Future

Setting goals is one way you can create your own future. Futures are shaped by our ethics, what we want out of life, how we handle conflicts, and the leisure activities we choose.

It's true that some people seem to have the "breaks." They are in the right place at the right time, they were born wealthy, or they were born with brilliant minds and do not have to work hard to learn. Others have athletic talents and excel at sports. These are the gifted few. But most people have average talents and abilities which can be greatly enhanced by hard work and determination. No matter what talents and abilities we possess, we all must shape our futures in some way.

Positive Outlook

The majority of futures are made; they don't just happen. The person who says, "I will do my best to succeed," is making a future. Positive outlook and the desire to succeed can help shape anyone's future. Most people start from the same point. The people who get ahead try harder.

When other people move toward their futures faster than you, do not envy them. There is not time. Envy diverts you and takes time away from your plans and your work toward a bright future. Instead, look at your strengths and positive points (fig. 1). Develop them, along with a positive outlook toward your future.

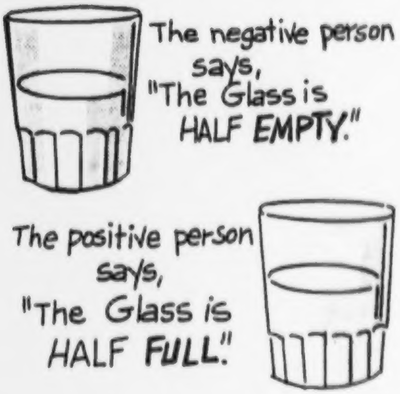

The negative person says, "The Glass is HALF EMPTY."
The positive person says, "The Glass is HALF FULL."

Figure 1

What Is a Future?

Does a future mean money and power? Yes and no. It can be these things and more. A future is what you desire that will make you a productive part of society. You have something to give to society, and society will trade you some of what it has in return for your contributions. It is that simple.

However, no set standard exists for what a bright future looks or feels like. It will be different for everyone. Choosing your future is as individual as voting. People have the right and the responsibility to make up their own minds.

Making Decisions

Not all of the decisions you make will be easy ones. You will have to choose between right and wrong sometimes. At other times, you may have to choose between two right choices. When this happens, you will experience *conflict*. A conflict is a situation that calls into action two opposing attitudes or loyalties. Every difficult decision you make will be based on just such conflicts.

Take the case of Alicia as an example. Alicia has worked for a fabric shop for one year. She does a good job and gets along with the other employees, who are older women. A new girl, Cheri, who is Alicia's age, is hired.

At first, things go well. Alicia helps Cheri learn the job. Cheri becomes a friend. Later, Cheri takes advantage of the situation. She comes in late, refuses to wait on customers, and talks on the phone.

The manager comes to Alicia and asks her what she thinks of Cheri's work. Alicia faces a conflict. To whom should she be loyal? Does her loyalty lie with the store manager and other employees, or does it lie with Cheri?

Think about several options before you make a decision.

Handling Conflict

You gain valuable experience when you have to handle conflicts. Each time you deal with a conflict, you mature. When you can handle a conflict without going to pieces or feeling threatened, you have gained some maturity. Each person must develop a way to do this. The suggestions here can help you set your own standards for dealing with conflicts.

1. Bring conflicts into the open. To deny their existence or ignore them only makes the problem worse.
2. Decide which values, goals, and ideals you consider important.
3. Meet conflict without fear. Problems seldom go away, but remember that you are in charge. Deal with the conflict instead of letting the conflict deal with you.
4. Treat each conflict as a challenge. The more challenges you can face, the more mature you will become.

Sources of Conflict

Morals. Some of your most critical conflicts will concern moral questions. If the choices are clear and simple, you have no problem. Moral questions, however, are seldom clear or simple. In most cases, you will be faced with two partially right choices. Do what you believe is right; most of the time, your own judgment will guide you to make the right decision. At other times, experience will point the way.

Peer groups. Sometimes you will face pressure from peers—people who are your own age. Peers have a strong influence on your life and can make you feel as if you must go along with them (see fig. 2). Their arguments will seem to make sense. You may fear that deciding against your peers will leave you without friends. The question you must ask yourself is whether real friends would expect you to go against your better judgment. A

Fig. 2. Your peers can have a strong influence on you.

choice like this is never easy.

Ethics. Ethics are rules for living. Your code of ethics helps you determine what's right and wrong, and to act accordingly. Your ethics are your values. Seeing others ignore rules and break laws can cause a special conflict for you. If everyone else is doing it, why shouldn't you? The healthiest consequence of this conflict is that you will be compelled to take the time to examine your own beliefs and values.

Guidelines

Many people have not developed a strong code of ethics to guide their difficult decisions. To measure your own attitudes about right and wrong, you might examine the ethics and values of people you respect. Ask yourself questions like these:

- Do I respect the personal property of others?
- Do I respect the rights of others?
- Do I respect and abide by the laws?

Think about the truth, also. Are you willing to speak out in order to maintain truth? What do you think about fairness? How much does it bear upon how you relate to others?

You should try to develop strong ideas about who you are and where you are going. Inventory your strong points, so you know your own strengths. If you have done something you consider bad, give yourself a break. You will not benefit from disliking yourself. Learn from your experience, and be more careful next time. Try hard to resist the impulse to violate your own code of ethics.

Other people can help. Try opening up communication with your parents, brothers, or sisters. Choose your friends carefully: choose people whom you admire and respect. If you are facing a conflict, talk about it with those closest to you. Ask them what they would do if they were in your shoes. Think about all the answers you get, then make up your own mind. You can learn from studying behavior, codes, and values of all the people around you, especially those whom you hold in the highest regard.

Leisure Time

What you do with your leisure time helps to determine what kind of person you become. Free time enables you to discover who you are, where you are going, and what you want to do with your life. Time spent thinking about yourself and others can be valuable and is another step toward maturity.

Maybe you would rather spend your time helping others. If so, the opportunity is there. Be a hospital volunteer, join a sports league, or help the elderly. Helping others is rewarding. Other people are full of fun and surprises. They need you, and you need them.

When teens are asked what they enjoy most during leisure time, companionship and new friends usually get top billing. Organized groups like scouts, volunteer organizations, and churches have a lot to offer. You can participate in worthwhile projects while being with other people. Becoming part of the team will help you develop your own leadership skills.

Do as much as you can to make good decisions and to help others. Spending time on yourself is a profitable investment. Everything you do is a step toward your future.

Dreams Can Become Reality

How often do dreams actually come true? Do they just happen? Are they made to happen? The answer is obvious. Dreams become reality through hard work, setting goals, and making decisions.

A job is one reality that can help make dreams come true. With a job usually come a regular income, security, self-esteem, and a future. A job creates broader horizons and allows you to learn to work with people. It gives you a chance to be your own man or woman. It is the first step toward becoming an individual.

Questions

1. How does a career help you to become an individual?
2. Why are goals necessary?
3. List eight guidelines that can help you put goals to work in your life.
4. What is a future?
5. What is conflict?
6. List three questions that can help you develop guidelines for your personal code of ethics.

Activities

1. Decide on your most important future goal. List several smaller goals that will lead you toward your major goal. Set up a time schedule for these goals. Consider two roadblocks that could upset your plans. Develop alternative ways to overcome the roadblocks. Write down this plan, and put it where you can see it every day.
2. Who or what do you think has the biggest influence on your morals and ethics? Is this good or bad? Explain.
3. Discover how you spend your leisure time. Make a list of activities that you pursue in your free time. What needs to be added to the list that could help you reach your goals?
4. Write a few paragraphs about your future. Explain why and how you think your beliefs and activities will help to shape it.

10

Where Are You Now?

Objectives: After completing this assignment, you will be able to—

1. *identify the parts of a personal inventory;*
2. *discuss how academic and vocational education prepare a student for the workplace;*
3. *define how personal characteristics affect job performance;*
4. *discuss the value of knowing what skills you have to offer an employer; and*
5. *identify aptitudes, and explain how they can be used to reach potential.*

When McDonald's, IBM, or General Motors introduces a new product or service, the satisfied buyer rarely considers the long hours of research that go into making the product successful. Usually, consumers take for granted the hundreds of details that move the product from a concept to the marketplace. But even though we don't consciously think about the planning, we realize that success doesn't just happen. Businesses construct comprehensive development plans to ensure the success of their products. This strategy ensures that the company and its product are prepared to meet all the demands of the consumer.

How does this process of developing a plan for success parallel an individual's effort to secure a job and set off on a career? Just as major corporations plan for success, the job hunter needs to map a course that accounts for all facets of the job search. Preparing for the journey increases the likelihood that you will arrive at your preferred destination. Therefore, one of the first steps in establishing a career path is careful preparation.

Personal Inventory

Career preparation first requires that you know what qualities and skills you bring to the job market. You can obtain this information by conducting a personal inventory in which you evaluate and analyze qualities, skills, education, and aptitudes you possess. This process not only identifies your assets, but reveals areas where additional training or emphasis are needed in order for you to reach your professional goals.

You may already have an idea of the value you can offer a potential employer. You may know that you are energetic, service-oriented, and good at detail work. But in an interview, you will have to discuss those traits in detail. Your personal inventory consists of the personal traits, education, skills you have acquired, and aptitudes you bring to the job. If you can communicate these qualities, you increase your chances of being hired.

Your personality projects your individuality and sets you apart from everyone else. Along with a preferred skill and educational level, it is not uncommon for employers to look for specific personal characteristics in job applicants. The adjectives "detail-oriented," "conscientious," and "thorough" are standard terms found in administrative and office job descriptions. "Energetic," "dynamic," and "self-motivated" are personal characteristics associated with sales professionals. "Personable," "cooperative," and "eager to learn" often appear in advertisements for public contact positions. These descriptions attempt to specify the type of personality that the employer feels will best suit the position. Just as it might not be wise to hire a social, outgoing individual for an isolated research position, it would be equally unwise to employ for a customer service job someone who enjoys working in solitude. The characteristics that define your personality can determine whether or not you get a job, how well you perform your work, your success once you have been hired, and the personal satisfaction you derive from the position.

Educational Background

Beyond your personality, your educational background dictates the type of work for which you are eligible. Consisting of everything you have learned and continue to learn in school, education paves your career path. It is probably the single, most influential part of your personal inventory. The majority of employers who hire young adults look for students actively attending school or those who have completed their high school education. Often, an applicant who has dropped out of school will not even be considered for an interview. A lack of education or refusal to pursue it effectively closes the door on future opportunities.

One of the purposes of education is to cultivate skills that you will use in your career and throughout your life. In addition to your academic education, any formal training programs that you have attended, as well as seminars and workshops in which you have participated, are considered to be part of your education.

Both academic and vocational programs prepare you for the workplace. English courses encourage better writing skills, speech classes develop oral communication skills, and math courses sharpen your problem-solving ability. Work/study programs provide on-the-job experience that translates into work-related skills. The combination of your academic and vocational studies gives you a variety of skills that can be used on the job.

Having skills means that you can perform tasks on a job with minimal additional training. Besides learning them in school or through work/study programs, you may acquire skills through personal responsibilities. Tasks, such as baby-sitting and yard work, can become paying jobs. Even routine household chores can evolve into skills that can be used at work. For example, food service occupations require a knowledge of food preparation and facility maintenance. Preparing family meals and knowing how to thoroughly clean the kitchen provide the basis for preliminary food service skills.

Aptitudes

If your personality, education, and skills represent who you are now and what you can currently offer an employer, your aptitudes represent areas of future evolution. *Aptitudes* are those talents and capabilities that you can develop to reach your potential. A simple way to define your aptitudes is to ask yourself: "What subjects do I actively pursue without prompting from anyone else? What do I do very well, because I love to do it?" Any activity in which you take special joy or special care probably expresses a personal aptitude. If you enjoy cooking, for instance, and cook whenever you can, you have an aptitude for cooking. Similarly, if you can't pull yourself away from a computer even when tempted by your favorite television show, you may have an aptitude for computers. Aptitudes provide you with clues to your future; they define strengths and areas of personal satisfaction. Being sensitive to these abilities enables you to fully use your talents.

Ideally, your career should combine your personality, education, skills, and aptitudes. This winning combination can't help but result in work that is personally satisfying, enjoyable, and successful.

By the time you reach high school, your personality has developed, you have achieved at least a portion of your education, and you have acquired some skills and aptitudes. The first step in planning for the future includes generating your own personal inventory, a list that incorporates all of your qualities, skills, education, and aptitudes. Once this is accomplished, each of these aspects of your personality can be analyzed and evaluated according to its applicability to specific job categories.

The following list contains personal characteristics. Check the ten that best describe your personality.

☐ Patient
☐ Understanding
☐ Enthusiastic
☐ Sociable
☐ Popular
☐ Resourceful
☐ Well-informed
☐ Sensitive
☐ Blunt
☐ Observant
☐ Analytical
☐ Determined

☐ Quiet
☐ Shy
☐ Considerate
☐ Friendly
☐ Independent
☐ Dependent
☐ Determined
☐ Original
☐ Responsive
☐ Responsible
☐ Intelligent
☐ Persistent
☐ Confident
☐ Mature
☐ Honest
☐ Calm
☐ Dependable
☐ Thorough
☐ Tactful
☐ Tolerant
☐ Organized
☐ Conscientious
☐ Persuasive

This next list includes different skills that you may have acquired or are in the process of acquiring. Check those that apply to you.

Communication Skills

☐ Ability to communicate well with others
☐ Ability to communicate through writing
☐ Ability to persuade others
☐ Ability to talk to groups of people
☐ Ability to listen to others
☐ Ability to respond positively to requests
☐ Ability to take and process customer orders

Interpersonal Skills

☐ Ability to work with a variety of people
☐ Ability to work well with children
☐ Ability to work with adults
☐ Ability to interact with co-workers and supervisors

Organizational Skills

☐ Ability to organize work
☐ Ability to rank tasks
☐ Ability to coordinate several tasks at once

Learning Skills

☐ Ability to learn a new task quickly
☐ Ability to apply information to a new situation
☐ Ability to complete tasks with little supervision
☐ Ability to understand and carry out directions

Task-Specific Skills

☐ Ability to use wordprocessing software
☐ Ability to use a typewriter
☐ Ability to use a cash register
☐ Ability to use a keyboard
☐ Ability to process arithmetic functions
☐ Ability to entertain children
☐ Ability to perform CPR
☐ Ability to implement water safety rules in a public recreation area
☐ Ability to perform routine office functions, such as filing and photocopying
☐ Ability to take shorthand and dictation
☐ Ability to prepare and cook food
☐ Ability to draw
☐ Ability to clean thoroughly
☐ Ability to stock items
☐ Ability to answer the telephone and direct calls to the appropriate person
☐ Ability to use video technology such as a VCR and video camera
☐ Ability to paint home interiors and exteriors
☐ Ability to code computer programs

Your education includes formal academic training, plus any informal classes, internships, or extracurricular activities in which you have participated. Complete the following list of your educational achievements:

Number of years in high school, current grade level
High school diploma, date of graduation
Marketing education employment (food service, hospitality industry, business, etc.)
Academic awards
Sports activities
School-sponsored clubs

Outline the tasks that you naturally perform well:

Organizing and coordinating people, events, and things
Sports: list all that apply
Auto mechanics
Fine arts: drawing, painting, graphics

Theater arts: drama, dance, singing
Music: play an instrument, band, orchestra
Writing
Computers: programming, data entry, wordprocessing
Child care
Cooking
Cleaning
Sewing
Exercise
Horticulture
Photography
Woodworking
Travel

Describe those activities and interests that you enjoy:

Organizing and coordinating people, events, and things
Sports: list all that apply
Auto mechanics
Fine arts: drawing, painting, graphics
Theater arts: drama, dance, singing
Music: play an instrument, band, orchestra
Writing
Computers: programming, data entry, wordprocessing
Child care
Cooking
Cleaning
Sewing
Exercise
Horticulture
Photography
Woodworking
Travel

Compiling a personal inventory has two benefits. First, knowing what you can do well can help you construct a resumé and be able to discuss your assets in an interview. If you cannot discuss your background and demonstrate your value to an employer, it is unlikely that your interview will result in a job offer. Researching and investigating what you have to offer gives you an advantage when you are called upon to discuss your qualifications.

Second and more important, the inventory provides you with insight concerning your own personal development. Too often, we regard ourselves as unimportant and ordinary, sometimes even making a point to simply blend in with our friends. The inventory encourages you to see yourself as an independent individual with unique qualities, skills, and talents.

Who Knows You Best?

In most cases, the aptitudes and personal characteristics that you bring to a job are self-evident. You may know that you like computers and have the skill to write programs or that you love to draw and can produce advertising graphics. But sometimes what we have to offer in the job market is not readily apparent. Help is needed to identify and explore your strengths and the qualities that you can offer an employer.

Has it occurred to you that your family and friends may be able to help you identify your strengths and aptitudes? In the job search, it is beneficial to perceive family, friends, teachers, and acquaintances as a large network of individuals actively supporting your efforts to find the right job. Discuss your interests with them, and ask their help in defining activities in which they think you are particularly successful. Have at least two of your friends, whose opinions you value, complete your inventory checklist. Compare their lists of your skills, aptitudes, and personal characteristics with the list you produced. You will probably see many similarities, but there may also be some things that you missed.

Input from the people you respect instills you with self-confidence in what you have to offer. Their feedback can also reveal areas where more training and education can help you reach your full potential. Investigating who you are and what you have accomplished so far produces a personal profile that can't be replicated by anyone else (fig. 1). You are in the process of inventing yourself, creating who you really want to be.

If you want to more actively pursue the inventory process, investigate taking a career survey that relates your personality, skills, talents, and aptitudes to work interests. Two of the most popular are the Career Occupational Preference System (COPS) and the Career Ability Placement System (CAPS). These are available from EDITS, P.O. Box 7234, San Diego, CA 92107.

The Next Step

After completing your personal inventory, you have an idea of what you have to offer an employer. You know your personal qualities, educational level, skills, and aptitudes. The next step is to put this information to work for you. Compare the profile that you have developed with the jobs available in the workplace.

One of the best resources to find out about specific jobs and the qualifications necessary to secure them is the *Occupational Outlook Handbook*. Developed by the U.S. Department of Labor, this book includes detailed information on more than 400 occupations. Each occupational profile consists of a general description of the work, working conditions, current employment statistics, training and qualifications, job prospects for the future, earnings and earning potential, related occupations, and sources of additional information.

If you want to determine how much a travel agent makes, looking in the manual under "Travel Agents" will tell you that average annual earnings range from $12,000 for a beginner to $21,000 for an experienced agent. If you want to know what the job outlook is for advertising sales, information under the "Services Sales Representatives" section suggests that employment for sales representatives through the year 2000 is expected to grow much faster than the average for all occupations.

If you think you might be interested in a specific job, or even have a broad interest in a certain field, the *Occupational Outlook Handbook* is the best place to start your investigation. If the book is not available in your library, request information from your counselor.

Summary

Exploring your current inventory of education, skills, aptitudes, and interests can give you confidence in your job search. The ability to express what you know about yourself gives you a competitive advantage in an interview. Knowing your strengths allows you to move in a career direction that will result in increased job and personal satisfaction.

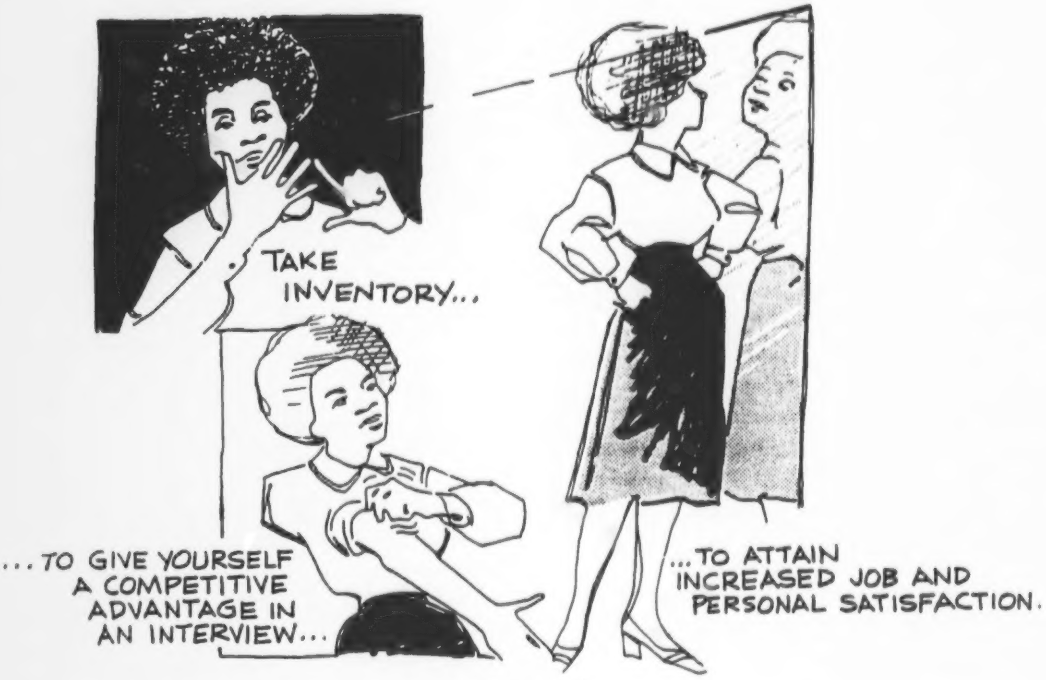

TAKE INVENTORY...
...TO GIVE YOURSELF A COMPETITIVE ADVANTAGE IN AN INTERVIEW...
...TO ATTAIN INCREASED JOB AND PERSONAL SATISFACTION.

Figure 1

Questions

1. Identify the parts of a personal inventory, and explain why an inventory is an important part of the job search.
2. Discuss how academic and vocational education prepare a student for the workplace.
3. Explain how personal characteristics affect job performance.
4. Explain why knowing the skills you have to offer an employer is necessary for a successful job interview.
5. Identify how aptitudes can be used to reach potential.

Activities

1. Construct your own personal inventory, including your educational background, personal characteristics, skills, and aptitudes.
2. After constructing your inventory, discuss what you discovered with a friend. Did your friend agree with your assessment? Did your friend suggest either adding or deleting certain items from your list?
3. Using the *Occupational Outlook Handbook*, research the occupation(s) in which you have an interest. Do the requirements under the "Training and Qualifications" sections of one of your researched occupations match your personal qualifications? What additional learning would you have to accomplish in order to meet the qualifications?

SECTION V. ON THE ROAD TO YOUR CAREER

11: Your Resumé
12: The Interview

11

Your Resumé

Objectives: After completing this assignment, you will be able to—
1. *define the purpose of the resumé;*
2. *identify the standard parts of a resumé,*
3. *know how to use "action words" in a resumé;*
4. *discuss the purpose of personal and business references;*
5. *explain the benefit of a cover letter; and*
6. *construct a resumé.*

It is estimated that in the course of a lifetime, a person living in the United States will change jobs an average of 8 to 10 times. In this context, it makes sense to learn what's involved in securing the job you want, and how to gracefully exit when it's time to move on.

Once you have explored your capabilities, investigated employment opportunities, and set some goals for yourself, it's time to put this information together. Getting a job consists of doing all these things, then following through with a resumé, job application, and an interview.

Looking back at the personal inventory that you compiled, you can identify the personal characteristics, skills, education, and aptitudes that you bring to the workplace. The resumé is the best tool to capture all of this information in a neat, concise format. On one brief, descriptive page, a resumé illustrates who you are, what you can do, and where you want to go.

In the examples that follow, you can see how differently three prospective employees choose to highlight their backgrounds. Remember that (1) the employer is using the resumé to screen job applicants and (2) the prospective employee seeks to highlight why he or she should be considered.

The process of constructing a resumé begins by compiling as much information as you can about yourself. Your personal inventory provides you with a good foundation for this project. Like your inventory, the resumé categorizes the background and experience you bring to the job market. The resumé allows you to highlight the strengths you have previously identified and present them in the best possible light.

Notice in the examples that similar information is presented in three different styles. All resumés share common characteristics. Initially, the resumé outlines the applicant's name, address, and home telephone number. This information is usually followed by either a summary or objective statement. The summary statement provides a brief synopsis of the most relevant experience you can offer. The objective defines the type of position in which you are interested.. The current trend in resumé writing suggests that the summary statement is more persuasive and effective than an objective. Because your best qualities are presented first, summaries entice an employer to keep reading; the remainder of the resumé substantiates the initial information.

After the summary, the resumé usually includes education, work experience, related interests, and reference sections. There is no specific order in which these categories are presented, but it is important to consider which areas of your background are most closely related to the job. If your education is more pertinent than your previous work history, structure the resumé so that your education comes first. Or, if your work history is more relevant to the position that you are seeking, place this section at the top. Remember that

Stacy Guerrera
3398 Western Oaks Trail
Houston, Texas 77077
713/497-4938

SUMMARY OF QUALIFICATIONS

Experienced retail sales associate, specializing in young women's contemporary fashions. Recognized as department's leading sales associate for three consecutive months while working part-time. Good sense of merchandise presentation and attractive window display.

SALES EXPERIENCE

Sales Associate

Hidden Treasures, Tomball, Texas
October 1991 to Present

Sell complete line of contemporary young adult clothing. Responsible for coordinating store displays and designing window treatments. Advise clientele on color and accessory selections. Operate cash register, inventory scanner, and credit card authorization. Prior to promotion to sales associate, worked in inventory and stock maintenance.

Grocery Checker

Gulf Coast Super Store, Houston, Texas
Summers 1990–91

Cashiered grocery items, using a computerized scanner and register. Memorized store layout in order to promptly assist and direct customers. Courteously responded to all requests from both customers and co-workers. Assisted with displays and stock.

EDUCATION

Currently attend Tomball High School, Tomball, Texas
Graduation: June 1992

At the junior and senior level, have participated in the school's marketing education program. Course work includes study in retail sales, customer service, and career development.

INTERESTS

Tennis and country music

References provided upon request.

Resumé

Emily Jen
39993 Mesa Drive
Austin, TX 78759
512/338-4949

Objective: Entry-level position in a travel agency that provides an opportunity to implement skills and expand knowledge of agency operations, retail sales, and the travel industry.

Education: Pace Travel School, Austin, Texas
Travel & Tourism
Graduation: June 1992

Curriculum included course work on domestic and international air, tour, and cruise sales; tourism geography; and ticketing. Accrued over 70 hours of computerized reservation instruction. Maintained a 3.5 grade point average. Participated in a 60-hour travel agency internship that involved processing customer tickets and invoices, delivering documents, and answering a multiline telephone.

Anderson High School, Austin, Texas
Graduation: June 1990

Experience: Yogurtmania, Austin, Texas
Public Contact Assistant Manager
February 1990–January 1992

Initially employed in a counter position, part-time while attending school. Promoted to assistant manager in August 1991. Responsibilities included serving customers, calculating the daily bank deposit, ordering paper goods, and maintaining the facility. Awarded "Employee of the Year" commendation in 1991.

Hobbies: Studying other cultures and languages.

References:

Joseph Holman
Placement Director, Pace Travel School
8911 Capitol of Texas Highway
Austin, TX 78759
512/459-1242

Audrey Stone, Manager
Yogurtmania
90032 Research Boulevard
Austin, TX 78747
512/444-9584

Peter Ng
Travel Destinations
3944 Far West Drive
Austin, TX 78703
512/282-4949

Christopher Allen
10924 Rose Bud Trail
Dallas, TX 76743
214/358-9879

the key to this document is to maintain the employer's interest. Sequence the resumé so that your assets are emphasized.

In addition to the usual categories, notice that each of the resumés contains descriptive action words and avoids use of the word "I." Words like *experienced, recognized, advised,* and *operate* sound energetic and dynamic. They convey a sense of expertise without being arrogant. The good resumé incorporates action words throughout.

Action Words for Your Resumé

Coordinated
Operated
Displayed
Edited
Constructed
Negotiated
Accomplished
Designed
Identified
Skilled
Processed

Managed
Demonstrated
Formatted
Revised
Planned
Achieved
Maintained
Developed
Completed
Delivered
Consulted

Expect to rewrite your resumé several times in order to get the results you want. Because the document is short and concise, it is important to think through each part of its construction. Build single ideas into a simple phrase, then thoughtfully choose the most appropriate words to convey your message.

The last section of the resumé deals with references. References are recommendations based on your previous work performance, academic achievements, and character. They are provided by people whose opinions you respect and value. References contain the names, addresses, and phone numbers of the persons who have agreed to recommend you. Your reference list should include former supervisors, teachers, and other adult co-workers and friends.

Before listing anyone as a reference on your resumé, be sure to get their permission. Let them know the type of work you are seeking, and ask if they will provide a good recommendation. Talking with your references is one of the last details that an employer attends to before making a final hiring decision. The information provided by the individuals on your reference list confirms that you are the right person for the job.

Once you have chosen the best way to sequence your resumé, written concise sentences that reveal your background, incorporated descriptive action words, and contacted your references, you are ready to format your document. The most attractive resumés are the least cluttered. In the previous examples, notice that each resumé section is separated by several blank lines. In addition, wide margins surround the print. Use of "white space" to frame the text creates a neat, symmetrical format that allows prospective employers to scan the resumé quickly for the information they need.

Your completed resumé should be typed and printed on good quality, white or cream-colored stationery. Printing should be done with a letter-quality or laser printer. Either of these methods provides the sharp, clear image that you want to achieve.

Word processors have made it convenient to store a resumé on disk, so you can revise and tailor the document for specific job openings. If you have used a popular word processing software to write the resumé, there is a good chance that your local print shop can laser-print the document from a diskette. When calling to inquire whether or not this can be done, be sure to know the name of the software you are using and the diskette size.

Your resumé represents your personal characteristics, education, aptitudes, and experience to potential employers. The time required to turn out the best resumé possible will be well worth your effort.

Supplementing Your Resumé

Imagine the dilemma of the employer with an entry-level position. Through advertisements in the "Want Ads" and by word of mouth, the opening has the potential to reach thousands of people. Depending on the state of the economy and the attractiveness of the advertisement, the company could receive hundreds of resumés. Because few organizations can afford the time to interview all of the respondents, there has to be an initial screening process that separates qualified applicants from those less qualified.

From an employer's perspective, one of

the primary uses of the resumé is to screen job applicants. Before scheduling interviews, an employer will select only those resumés that demonstrate the required skills and prerequisites. Resumés that are supplemented with a personal cover letter or include a personal recommendation are more likely to be noticed. Applicants submitting such resumés have a better chance at reaching the interviewing stage of the job search.

The cover letter is a short piece of correspondence that highlights the applicant's background and experience. It is personally addressed to the interviewer and may briefly explain why the applicant is interested in the particular job opening. If a friend or acquaintance who knows the interviewer has recommended that you personally contact him/her, mention it in the cover letter. This provides an introduction for your resumé.

The following illustrates the benefit of a cover letter.

7911 Red Mesa
Manchaca, Texas 78736
July 16, 1992

Mr. Craig Christian
Director of Human Resources
Greenscape
39448 Langford Drive
Austin, Texas 78733

Dear Mr. Christian:

In response to your advertisement for the Greenscape administrative assistant position in the *Austin American-Statesman,* please find my resumé enclosed.

As an active member of the Dripping Springs Environmental Partnership, I am interested in the scope of projects coordinated by Greenspace. In addition, my background includes both training and experience in office administration. I am proficient in using Microsoft Word, operating office equipment, and working in a professional atmosphere. My knowledge of local environment efforts, combined with my experience, would prove an asset to Greenscape.

Thank you for considering my qualifications. I look forward to discussing the administrative assistant position with you.

Sincerely,

Catherine Warren

While the resumé features your training and experience, the cover letter provides you with an opportunity to stress the benefits of those features to the organization.

A cover letter is typed, preferably on the same type of stationery as your resumé, and mailed with your resumé to the interviewer. Be sure to keep a copy, so that you can follow up the mailing later.

The Job Application

In addition to a resumé, some companies expect an applicant to complete and submit a job application. This is a formal document that lists personal data, educational institutions, previous employment, dates of employment, and references. Legally, the application is restricted from requesting information pertaining to your race, ethnic origin, religion, marital status, or disability. However, you may still find employers using outdated applications that include these questions.

Frequently, applications are completed at the company's facility. Be sure to take all related facts and information with you so that you can fill out the document accurately and completely. When filling out the application, write carefully and legibly. Your handwriting and spelling make a statement about you. Is your penmanship neat? Is each word spelled correctly? Remember that you will be judged initially on how you present yourself through the application.

Persistence Pays

Once the resumé has been printed, the cover letter typed, the envelope mailed, and an application submitted, it is tempting to think that you have done all that you could to get hired. Resist the temptation to stop trying, however, especially if you really want the job. If you haven't heard from the company within two weeks after mailing your resumé packet, don't hesitate to call the interviewer to check the status of your application. In the conversation, emphasize that you are really interested in the position and would appreciate the opportunity to interview. You may be invited just because you made the effort to express your interest.

Summary

As your experience expands, it is certain that your current skills will evolve and that new skills will develop. Because you never know when the perfect job will come along, it is a good idea to keep your resumé up-to-date. A current resumé ensures that you are prepared to go after career opportunities when they present themselves.

Questions

1. What is the purpose of the resumé for the employer? What is the purpose of the resumé for the job applicant?
2. Identify and explain the content of the standard resumé sections.
3. Why are "action words" better than passive phrases in a resumé?
4. Discuss the purpose of references.
5. Explain the benefit of a cover letter.

Activities

1. Using your personal inventory sheet, first decide which type of resumé would best reflect your strengths, then construct it. Ask someone whose opinion you value to critique it. Make the modifications after you get his or her feedback.
2. Build a list of references. First, contact the people you'd like to recommend you to be sure that they are willing to participate. Verify the correct spelling of names, titles, addresses, and telephone numbers.
3. Write a cover letter to a local business where you would like to work. Personalize the letter by addressing it to the individual who does the hiring for the company (you may have to call to get the right name).

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The Interview

Objectives: After completing this assignment, you will be able to—

1. *state the purpose of a job interview;*
2. *describe how to create a professional impression during an interview;*
3. *list ten commonly asked interview questions;*
4. *outline four questions to ask during an interview;*
5. *discuss the purpose of a thank-you letter to the interviewer; and*
6. *describe how to gracefully exit a job.*

You have already achieved some degree of success in the job search if you have been scheduled for an interview. Someone in the company liked what they saw on a resume or application and decided to check you out personally. In the interview, you substantiate the information contained in your resume or on your job application. Essentially, you are selling yourself to the employer. You have to be as good in person as you appeared to be on paper.

The employment interview also provides you with a chance to further investigate the specific job and the sponsoring company. You need to know whether the job, the company's employees, its policies, and work environment meet your expectations. This information allows you to determine whether you really want to work for the organization. Remember: Your needs are as valid as the interviewer's.

A job interview can be compared to a blind date. Neither you nor your interviewer knows the other, and both of you are hoping for a positive encounter. During the interview, a determination will be made of whether each of you wants the relationship to continue. And if it's mutually successful, another meeting will be arranged.

Rarely will you have an opportunity to meet your interviewer before the interview. Considering that interviewers look for the best and brightest candidate, you need to at least meet, and even try to exceed, their vision of who they want to do the job. Before you start rehearsing the interview, ask yourself how you can best accomplish this task. You need to look good, know what the job involves, understand how you can benefit the company, and be ready to explain why you would be the best selection. Each of these items needs to be addressed if your interview is to be as successful as your application or resume.

Your resume and application presented a professional image that needs to be replicated in the interview. This requires that you consider how you look for this very important meeting.

Employees in retail and customer service industries represent the company to the consumer. They need to be extra conscious of their physical appearance because of the customer's tendency to perceive the employee as company spokesperson. In an interview, the employer looks for someone who will positively represent the business. Clean and well groomed employees suggest to the customer that the company is a good place to do business.

Confidence radiates when you look your best. Having invested some time researching your potential employer, you have an idea of appropriate work attire. Because first impressions impact hiring decisions, an interview requires that you dress for the occasion. Your wardrobe should contain at least one good outfit, including a suit or sophisticated dress, matching shoes and stockings, and coordinated accessories.

Tips for Looking Professional

Men. A dark-colored, traditionally cut suit, complemented with a white long-sleeved shirt and conservative tie, is standard. Match your socks and shoes. Keep jewelry conservative and to a minimum. Keep cologne very light.

Women. A suit or jacketed dress is the best choice. Studies suggest that darker colors encourage employers to consider a woman more seriously. Watch your necklines; you can't afford to have your dress project an unprofessional image. Keep accessories conservative and to a minimum. Light-colored stockings and conservative pumps should complete your outfit. Having selected your outfit, you should give extra consideration to your hair, nails, and general appearance. Your hair should look freshly washed and naturally styled. Avoid heavy hair-treatment solutions or sprays that cause a stiff look. Trendy styles and decorative hair ornaments should be saved for fun outings, not the workplace. Your nails need to be trimmed and neat; limit fingernail polish to clear and transparent shades. Apply makeup and cologne lightly, so that nothing distracts from the discussion of your qualifications.

The Interview

Once you feel confident about your looks, you can concentrate on the other aspects of the interview. Being professional means being prepared (fig. 1). Although the interviewer probably has a copy, take your resume, references, and the job description (if one exists) with you to the interview. Carry these in a good folder or large envelope. These documents provide the basis for the interview and can provide topics for discussion if the conversation lags. If the interviewer has misplaced any of the items, you are prepared. You should also bring your Social Security card and a pen, in case you are asked to fill out an application.

Some basic ground rules apply during the interview. It is essential that you arrive at the company at least 10 minutes early. If you are not familiar with the facility's location, make a preliminary trip so you will know exactly where you are going. When you arrive for the interview, make a quick stop in the restroom for one last grooming check. Then, proceed to the interview location.

When you arrive at the office, introduce yourself to the receptionist and state your reason for being there. Greet your interviewer with a firm handshake, and thank him or her for taking the time to talk with you. Emphasize your interest in the position and eagerness to discuss the responsibilities. During these first few minutes, the interviewer is making an ini-

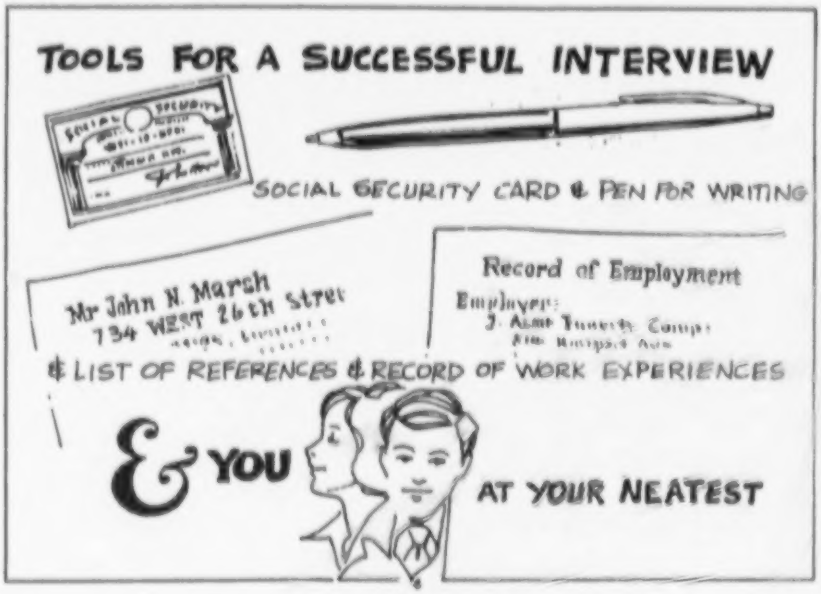

TOOLS FOR A SUCCESSFUL INTERVIEW
SOCIAL SECURITY CARD & PEN FOR WRITING
Mr John N. Marsh
734 WEST 26th Stre
Record of Employment
Employer:
& LIST OF REFERENCES & RECORD OF WORK EXPERIENCES
& YOU
AT YOUR NEATEST

Figure 1

tial assessment of your personality. Conduct yourself with as much self-assurance and poise as you can muster.

Remember why you are participating in the interview. You are there to sell yourself and your competencies and to demonstrate your benefit to the organization. The impression first conveyed to the interviewer will set the tone for the remainder of the interview.

Interviews can be either formal or informal discussions with a company representative. In a formal situation, the interviewer, or a committee of interviewers, will have a specific set of questions that are posed to every applicant. Applicants will be judged on their responses and qualifications. If you are interviewed by a committee, members of the committee come to a consensus on who is the best job candidate.

The process is basically the same in an informal situation, except that the applicant can expect a less rigid, more conversational tone. The interviewer may have a specific set of questions, but they will be addressed through discussion, rather than through a series of questions and answers. Small businesses rely more heavily on informal interviews than do large companies.

Just as there are questions that legally cannot be asked on an employment application form, there are questions that should not be asked in the interview. Topics dealing with race, ethnic origin, marital status, disability, and personal health-related issues are usually not discussed during the interview. The employer should be sued for discrimination if any of these items are used as a basis for eliminating an applicant. You will encounter some interviewers who, through ignorance or arrogance, will attempt to obtain this information. You have two choices in this situation: either answer the question or decline to comment. If you feel the question is invasive, you may respond by asking how this information relates to the job's responsibilities. This places the interviewer in the position of justifying the question and its relevance to the work required.

Like any form of successful communication, the interview includes as much listening as talking. Listen attentively so that your responses comprehensively address the questions asked. Elaborate on answers that highlight your talents, but don't feel compelled to talk constantly. Make a mental or written note of items that spark your interest. (This will enable you to bring these issues into the conversation later.)

Common Interview Questions

What do you know about our company?
Why are you interested in this position?
How would you describe yourself?
Which of your qualifications are most relevant to this position?
How will your education benefit you in this job?
What are your short-range goals?
What are your long-range goals?
Why do you want to work for us?
What are your strengths?
What are your weaknesses?
What do you like best about your current job?
What do you like least about your current job?
What type of salary are you expecting?
Why would you consider yourself reliable?
Why should I hire you?

During the interview, take note of the nonverbal messages that you are conveying. Express interest by leaning forward in your chair. Don't fidget with anything on the interviewer's desk. Keep your hands and feet still. Maintain eye contact with the interviewer, even when you are thinking of the right answers. Take time to answer each question, and when you do answer, speak calmly and clearly.

Just as important as your nonverbal communication is the body language of the interviewer. Gauge responses to your answers by seeing how the interviewer reacts. Interest is indicated by leaning forward, boredom by focusing on an unrelated object. If the discussion is awkward, take the opportunity to ask questions yourself. This will allow you to get more information about the company and about your prospects.

As the interview winds down, take another opportunity to thank the interviewer for her or his time. If you are still interested in the position, tell the person why you would be the best selection. Ask when the decision will be made,

Questions You Should Ask During the Interview

Can you describe the responsibilities of the position?
What type of person are you interested in hiring?
Are there any opportunities for advancement in the company?
Are internal promotions common?
How is performance evaluated?

and when you can expect to hear from them. Conclude the interview with a handshake and another thank-you.

Following Up

Within one day of completing the interview, you need to complete the process with a thank-you letter. Following a simple format, you want to thank the interviewer for taking time to meet with you, then highlight your assets and once again express your interest in the job. This effort will help the interviewer remember who you were and what you had to offer the company. The note should be handwritten on good quality stationery and mailed within 24 hours of the interview. (An example appears on the following page.)

The Job Offer

If you and the interviewer hit it off right away, there is a possibility that your interview will conclude with a job offer. More likely, however, you will be contacted within a week, after your references and previous employment history have been verified. If you haven't heard from the interviewer after two weeks, call and check the status of the position. Unfortunately, not all employers will notify each applicant. Your call will verify whether you are still under consideration, or whether the position has been filled by another applicant.

Let's assume that, as the job candidate who has skillfully fielded the interview questions and met all the specified criteria, you are rewarded with a job offer. When the offer is made, review the salary, benefits, work hours, and individual responsibilities before accepting. This verification limits any surprises you may be confronted with once you are hired. Having verified each of these items, you now only need to agree on a starting date. Once this is accomplished, you are employed.

If your interview did not result in a job, don't get discouraged. You could have had a successful interview that just didn't conclude with an offer. It's hard to resist speculating why you were not chosen, but this activity can absorb valuable time. Try considering the interview a learning experience, instead of concentrating on feeling rejected. Review the interview process to determine what, if anything, you will do differently next time. Within a short time, other opportunities will become apparent, and you can use the experience to improve.

Terminating Employment

Until recently, it was not uncommon for a person to remain employed with one company for the duration of a career. This practice is now the exception rather than the rule. As new opportunities present themselves, you want to be in a position to move on. Terminating employment is a process that severs the ties with your current employer.

Once you have decided to accept a new position, you must immediately give your current employer notice that you are leaving. Employers expect notification at least two weeks before your last day on the job. This time allows the company to prepare for your departure by advertising the position and hiring a new applicant. Two weeks' notice also ensures that your employer will not resent a sudden departure that could cloud future recommendations. Your verbal notification should be supplemented by a written statement that indicates your last working day.

The Exit Interview

Depending on the company, you may be involved in an exit interview after your departure notification has been received. The exit interview allows the company's management to discuss your perception of the organization: how your job was structured, your supervision, and company policies and procedures.

July 18, 1993

Ms. Pamela Costa
Berrigan's World
P.O. Box 9853
Berkeley, California 94707

Dear Ms. Costa:

Thank you for discussing the customer service position available at Berrigan's World. Because my course work has included studies in how to increase consumer satisfaction and present a positive image of the company, your description of these responsibilities increased my interest in the customer service department. A brief summary of this course work is enclosed.

I appreciate the time you took to explore some of the opportunities available with Berrigan's World, and wanted to again express my enthusiasm for the position.

Sincerely,

Carmen Burns

This is not a session to review all that was wrong with the business, but an opportunity to address the efficiencies and inefficiencies that you witnessed during your employment. Your feedback is valuable because it can result in company improvements.

Summary

The interview provides you with an opportunity to express why you are interested in a job, and how you, better than anyone else, will benefit the company. It also allows you to learn more about the business and the work required. Successful interviewing requires that you be prepared. This involves looking your best, knowing the job, being aware of your capabilities, and demonstrating the value you can offer the company.

Just as a professional attitude is expected to secure a job, it is also expected when leaving a company. Giving at least two weeks' departure notice, writing a letter of resignation, and leaving without hostility ensure a smooth termination process.

If the average adult changes his or her work environment an average of eight times over a lifetime, you can expect to interview and terminate jobs at least that many times. Realistically, it takes several interviews to get the job you want. Knowing what's expected in an interview, and how to gracefully exit a position, are skills that last a lifetime.

Questions

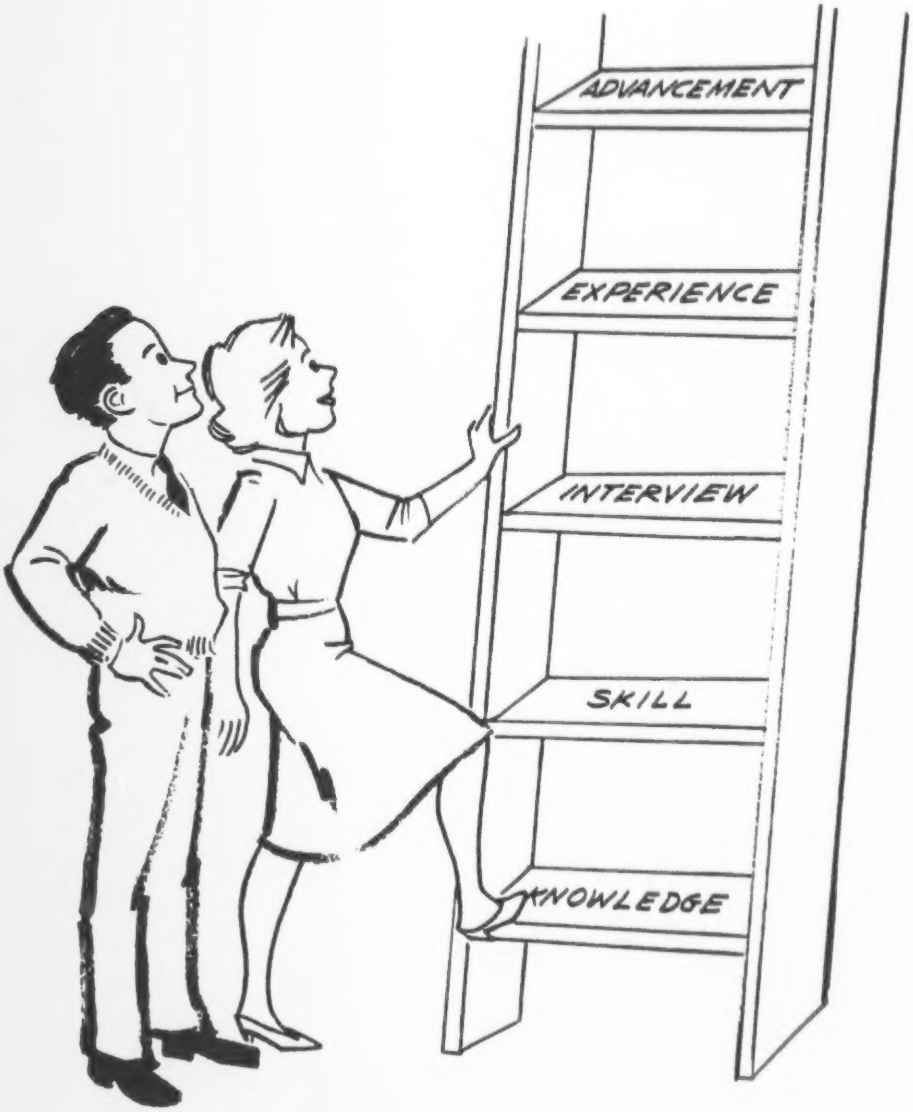
1. What is the purpose of the job interview?
2. List four tips that will help you create a professional image during the interview.
3. List ten common questions job interviewers ask.
4. List four questions the interviewee might ask.
5. Discuss the purpose of a thank-you letter to the interviewer.
6. Describe how to exit a job gracefully.

Activities

1. Take an inventory of your closet to see if

you have an appropriate outfit to wear to a job interview. Does the outfit you selected meet all the suggested guidelines? How could you improve your image?

2. Working with another student, conduct a role-play in which one of you is the interviewer and the other a job applicant. Use the commonly asked interview questions, as well as the suggested applicant questions. After the first interview is complete, reverse roles. Discuss how you felt during the interview. Were you more comfortable in the interviewer role or the applicant role? What could you have done to make the experience more positive, from either standpoint?



SECTION VI.
SHAPING YOUR FUTURE

13: What's Expected on Most Jobs
14: How Jobs Become Careers, and Why You Shouldn't Stop Learning, Ever!
15: Communicating on the Job
16: Managing Your Money
17: Stress Management

13

What's Expected on Most Jobs

Objectives: After completing this assignment, you will be able to—

1. *define what is meant by a company's "culture";*
2. *understand the importance of punctuality;*
3. *discuss how to select appropriate work attire;*
4. *describe how organizational skills help get a task accomplished;*
5. *explain why courtesy is essential in the workplace;*
6. *explain what can be expected during the first week, the first month, and the first six months on the job.*

Finally, after immense amounts of research, planning, preparation, and practice, you have achieved what you set out to do: secured a position in which you can learn something new, demonstrate your skills, and earn adequate compensation for your work. When offered the job, you didn't have to hesitate, because you were prepared to respond positively to the offer. Having accepted, a starting date was arranged, the job description once again reviewed, and your salary and benefits discussed. These are the details that the owner, manager, or personnel officer makes available to all new employees. The reality of your employment becomes apparent with the first day on the job.

Bolstered by the knowledge that, from a wide array of job applicants, you were the one selected, you leave home perfectly groomed and ready to conquer any new challenge that your first day on the job presents. Armed with your job description, you arrive at the specified time, tentatively enter through the door, and search for someone to recognize you. The first few seconds can be agonizing; it would have been easier to stay home. But then you hear your name, acknowledge the greeting, and realize that you're safe. It was worth the effort it took to walk through the door.

Job Description

Hotel Reservations Support Clerk

Assists sales staff by performing clerical activities associated with the registration of group meeting participants. Assists in the preparation of promotional literature and related reports. Maintains group meeting statistics and prepares information and reports pertaining to group functions. Makes local purchases, maintains office supplies, and processes local statements for payment. Investigates and prepares replies to customer correspondence. Operates office business machines such as personal computers, calculators, and copiers. Performs typing, filing, and mail handling duties.

Education: High school completion.

Experience: One year of experience in a clerical position. Must demonstrate an understanding of basic typing skills and office and business management procedures.

On your first day, you walk into an environment that you've never experienced before. Like a family, each and every business lives by its own set of rules, standards of conduct, and unspoken assumptions. These usually won't be outlined on your job description; they are the underlying values of the company that are learned, over time, through observation and interaction with other employees and the company's management. Values reflect those activities that are important to the business; they define what we refer to as the "culture" of the organization.

When you initially entered the room, you probably observed people busily performing their work. Had you had more time to study the scene, you would have been able to detect patterns in the way the work was accomplished. These patterns would reveal employee relationships, management style, and customer orientation. Simply by observing, you could have identified the priorities of the staff and made an assessment of what qualities the company valued. Was the customer treated with courtesy? Were staff members helpful to one another? Was the facility comfortable and warm or sterile and metallic? Clues to these answers could likely have been obtained instantaneously. Although unwritten and rarely stated, a company's culture is manifested through its operation. Along with the tasks listed on the job description, you will also need to learn this aspect of the job.

The first week of work can best be described as a picture puzzle in which you piece together the various parts of the company portrait. Pieces of the puzzle include the goals of the organization, how the employees work to achieve these goals, the relationship between employees and management, and the role of the individual in the company. With a little bit of help, it won't be long until you can fit all the pieces together.

Before accepting the company's offer, you probably had a good idea of the type of tasks that were required for the position. During your interview, it is likely that the interviewer outlined the general responsibilities associated with the job, as well as the firm's expectations of its employees. If the company that you have chosen employs more than 20 people, you were likely provided with a written job description. Smaller businesses rely more heavily on verbal agreements when orienting a new employee. Written or verbal, the job description represents your individual piece of the puzzle. The company portrait can't be completed until you fit into the picture.

Your job description outlines your own responsibilities to the company and its goals. Whether or not you were provided with written or verbal information, be sure to clarify with your supervisor each task listed on the job description. Don't be intimidated or afraid to ask questions. This is the only way to know exactly what you are supposed to do and how you are supposed to do it. Employers appreciate a new employee who is interested in doing the job the right way.

In order for you to learn the different aspects of your job, and learn how to do them correctly, it is reasonable to assume that you will have some help. Depending on how your company structures its employee training, you may be learning with a group of new staff members, observing experienced personnel working on the job, attending formal classroom instruction, or participating in a combination of these methods. If you are employed with a small company, you most likely will be working alongside a co-worker who is assigned to help you learn the job tasks. Any of these training techniques can be effective, as long as you are willing to learn.

On-the-job training can last anywhere from one week to several months. Employee training is one of the most costly and time-consuming efforts that a company undertakes. Statistics suggest that companies spend more on employee training than the federal government spends on education. This investment is made in order to produce and develop a knowledgeable and productive employee.

During your training, you are expected to learn, clarify instructions, and ask questions. You don't want to put yourself in the position of doing something incorrectly because you misunderstood a direction. Ask for explanations if you are unclear about the responsibility or task. This is a good way to avoid making mistakes and to establish a two-way avenue of communication between you and your coworkers and between you and the company's management.

As you progress in learning the job, you will become more independent in performing each of your assigned responsibilities. Tasks that required an exhaustive amount of energy

During your first week of work, you can expect to:

- Discuss the company's policies and procedures with your supervisor.
- Review your responsibilities and learn how they further the goals of the company.
- Discuss the particulars relating to company benefits, salary, vacation, and holidays.
- Meet your co-workers.
- Tour and become familiar with the company's facilities.
- Watch others performing their work.
- Learn by assisting others.

As your first month on the job progresses, you can expect to:

- Define your responsibilities.
- Learn your assigned tasks.
- Perform your tasks with the aid of a helper.
- Develop relationships with co-workers.
- Build your relationship with the company's management.
- Perceive how you fit into the picture.
- Take home at least one paycheck.

Within your first six months of employment, you can expect to:

- Continue to fulfill all responsibilities listed on the original job description.
- Establish good working relationships with co-workers.
- Project a positive, dependable, and competent image to other employees and company management.
- Know the importance of your position and the way it relates to the company's goals.
- Participate in an initial performance review.

in the beginning eventually become natural. Learning to give a sales presentation or use a cash register, keyboard, inventory code, or new software requires patience and a positive attitude. Your persistent efforts to learn will be rewarded with proficiency, self-satisfaction, and recognition by management.

Performance Expectations

In addition to learning the varied responsibilities of your new position, you will also be expected to conform to a set of standards that go along with the job. Employers assume that new employees know the value of punctuality, proper attire, organization, and courtesy to customers and co-workers. These expectations are applicable to any employee from the very first day.

Punctuality. On your first day, you arrived at work a little early. This gesture proved beneficial in many ways. It allowed you to survey your new surroundings, plan how to introduce yourself, and prepare for the challenges of the day. Being early also resulted in a favorable first impression: your boss likely viewed you as eager to get started.

The benefits of an early arrival are not limited to your first day. Walking in the door at the exact minute your shift begins usually means that you will actually begin work a little late. After greeting co-workers and putting away personal items, five to ten minutes may have slipped away. These were unproductive minutes for you and your employer. Why not consider extending the early arrival into a daily routine? This practice will pay off in a better organized start to each day for you, and it is another way in which you can tell your employer that you're on his team.

Attire. What to wear? What to wear? Not wanting to over- or underdress can cause

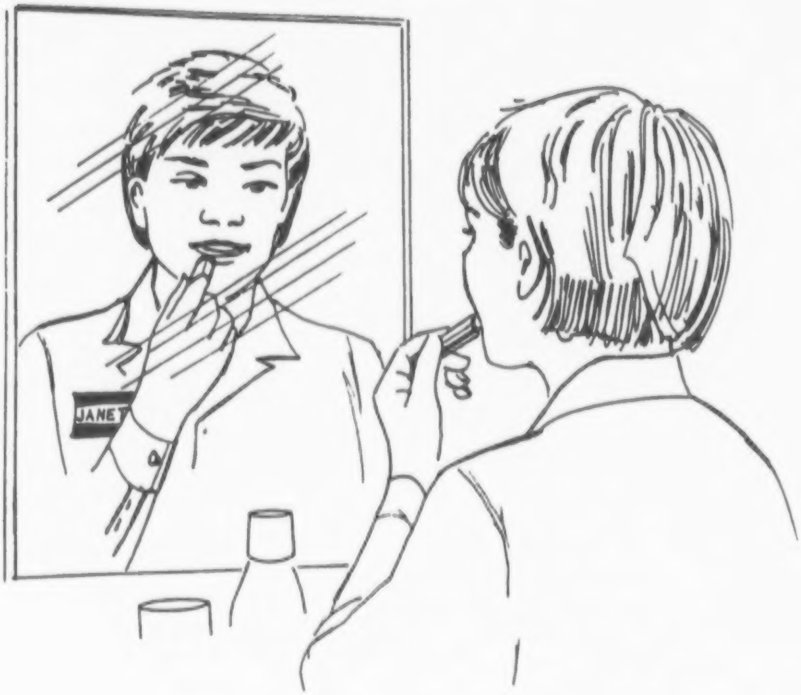


Fig. 1. How you look is important to customers, you, and the store.

some uncertainty when choosing work clothes. A safe rule of thumb is to imitate the style of your supervisors, at least until you have determined what is appropriate. If your position requires that you wear a uniform, make sure that it fits correctly and comfortably. Regularly cleaning and pressing your clothing will keep you looking fresh and ready for business (fig. 1).

Remember, your employer hired the individual present during the interview. Maintaining on the job the same standards of hygiene and appearance that you demonstrated when you applied for the job will be expected and appreciated. If you have questions about what clothing would be appropriate, the easiest way to feel confident is simply to ask.

Organization. Good organization requires you to be familiar with each task required to complete a job, the sequence in which the tasks need to be done, and the way the job should look when you are finished.

As an example, consider a job in the hospitality industry, specifically as a reservations support clerk. In this position, you have the job of compiling and producing two lists, one of guests who are attending an early dinner function and another that includes those who are participating in a dinner scheduled later in the evening. Once these lists are produced, they are to be forwarded to the hotel catering department so the rooms can be set up and the food prepared.

In order to type the lists, you need to know who signed up for which event, if they have any special dietary requirements, and the time and place of each function. This information must be available to produce a comprehensive list. Good organization ensures that you have the information ready to type without having to search through several files while you are typing.

Once you know what information needs to be included on your guest lists, it is necessary to know how the information is pulled together and distributed. Do the guests' names follow the time and meeting place of each dinner? Are dietary requests noted in a particular place so that the catering department can identify them immediately? Once the lists are typed, how many copies must be forwarded to catering? Do the meeting rooms need to be reconfirmed?

Does a list also have to go to the group coordinator? In other words, what is the most efficient way to handle the task? Good organizational skills help you decide the most efficient sequence for the tasks.

It is difficult to do a job if you have no idea what the outcome is supposed to be. Imagine preparing a guest list if you had never seen what a guest list looked like. Even with someone providing a verbal explanation, this would not be an easy job; there are too many unseen variables. An example, such as a guest list used for another meeting, would provide you something to go on. An example or model of what's required will help you organize your work better.

Organization means that you have determined what's expected on the job, the tasks necessary to meet the expectations, and the sequence in which the tasks are performed. Being organized enables you to use your time efficiently and productively. Instead of searching for the guest names, event times, meeting rooms, and dietary requests, you have them ready when you begin to type. You know exactly how the list is to be compiled and what your supervisor expects. The end result: your supervisors are promptly handed the list they requested. Through your organization, the hotel's reputation is strengthened and your work positively perceived.

Organization is an important talent, applicable in any work situation. Because it is a standard measure in employee performance reviews, it is important to seek ways to develop your organizational skills and use them on the job.

Courtesy. As consumers, each of us expects polite and helpful service from the stores and businesses we support. At the grocery, we expect employees to respond courteously to our requests. In the department store, we expect salespeople to offer assistance, and even guidance, in our selections. And at the restaurant, we expect that our orders will be served by a friendly and well-mannered waitperson. In all facets of the workplace, especially in service establishments, courtesy is an important part of the sale.

Courtesy requires that employees respond to consumers in a polite and helpful manner. Simple phrases like "Can I help you find something?" and "Thank you for coming in" go a long way toward making customers feel good about their decision to patronize your business. By being courteous, you represent your employer positively, enhance your own image, and encourage the consumer to return. Repeat business is essential to success; your courtesy provides consumers with a "Welcome back" invitation that they and your employer will appreciate.

In most cases, courtesy is a natural response; good customers merit good service. But what about the infrequent occasions when you encounter a difficult client? Is the old slogan "The customer is always right" applicable in such situations? Are you required to respond politely to someone who is being rude, even obnoxious? Although an enlightened company will have guidelines safeguarding the employees' personal safety and dignity, the simple answer is: yes.

Responding negatively to a difficult customer only makes a bad situation worse. If you cannot communicate with the person, excuse yourself momentarily, and seek assistance from a co-worker or supervisor. Remember, in a public place, you are likely being observed by a multitude of other customers, as well as fellow employees. Maintaining your composure and preventing a negative situation from escalating into a rowdy scene should be your first priority when dealing with a difficult customer.

Your responsibility to behave courteously extends beyond the consumer to your co-workers and the company's management. You live with these people for a good portion of your day. How you respond to them, and how they respond to you, will determine whether this part of your life is pleasant, tolerable, or unbearable. Basics of courtesy, such as "please," "thank you," and "you're welcome" promote a healthy working environment. Adopting a helpful attitude will make a positive difference in your life and in your workplace.

Summary

Employers convey expectations to their employees through written job descriptions, verbal instructions, unspoken assumptions, and example. These expectations form the foundation of any evaluation process by which the employee's performance will be reviewed. It is important that new employees determine an employer's expectations so that their work can meet the specified standards.

Any questions related to responsibilities associated with the job should be addressed to the business's management. Clarify any vague policies or procedures before starting each task. This clarification will result in fewer mistakes and miscommunications.

Punctuality, proper attire, organization, and courtesy are expected on any job. The way in which you demonstrate these characteristics reveals how you feel about your work, your employer, and yourself. Because your attitude influences the customer's opinion of you and your employer, it is important to recognize the value of a positive attitude. By being punctual, well dressed, organized, polite, and helpful, you guarantee the success of both the company and your career.

Just as your progression through school enables you to assume more independence, your progression on the job allows you to take on more responsibility.

Questions

1. Define what is meant by a company's "culture."
2. Why is being punctual when you begin work a good habit to develop?
3. How can you select appropriate work attire?
4. Describe what good organization requires.
5. Explain why courtesy is essential in the workplace.
6. Outline the activities that an employee can expect during the first week on the job.

Activities

1. During a visit to a local fast-food restaurant, try to define which activities were important to the company by observing the actions of the employees. Did you observe excellent customer service? Was the facility clean and inviting? Were the employees respectful and courteous toward each other? Was the food what you expected? Will you go back again? Why or why not?
2. Describe one of the tasks that you have to perform on a daily basis. (For example, getting ready for school requires that you wake up, get dressed, style your hair, eat breakfast, and meet your transportation.) Do you approach this task in an organized way? What could you do to be better organized and accomplish the task more efficiently?

14

How Jobs Become Careers, and Why You Shouldn't Stop Learning, Ever!

Objectives: After completing this assignment, you will be able to—

1. *discuss the value of lifelong learning;*
2. *list what type of schools sponsor continuing education and training programs;*
3. *know what to look for in a technical training program;*
4. *describe educational funding options; and*
5. *explain how skills are learned on the job.*

When you were five and in kindergarten, Saturday seemed a long way away when you got up to go to school on Monday mornings. In middle school, the endless months between March and May kept summer from reaching you more quickly. By the time you hit high school, graduation looks like an end to the years of effort you've dedicated to school work. For some reason, from the time we start school, we look forward to its conclusion.

Why is it that whenever we discuss school, it seems our conversation revolves around when it will be over? Many of us perceive education as a mandatory step in our passage to adulthood. School is tolerable, maybe even satisfying, but even under the best of circumstances, we continue to perceive a definite end to the experience. Because learning is associated with childhood, we expect it to end as we become adults.

Believe it or not, learning becomes even more important as you mature. Do you know that the average adult participates in an average of eight new learning activities annually? Are you aware that a substantial portion of college and university students are over the age of 25? Do you realize that continuing your education results in increased earning power, better job satisfaction, and a higher standard of living? In fact, as reported in the *San Francisco Chronicle* (July 1989), two married college graduates will earn approximately $28,000 more per year than their friends who completed only high school.

Far from being an activity reserved for youngsters, learning is a lifelong process that grows with you through adulthood. How far you extend your learning depends largely on your current attitude toward school. Studies have demonstrated that adults who regard their previous academic training as negative are less likely to pursue additional education than those who have enjoyed a positive educational experience. Chances are, if you don't like school now, you won't want to investigate new learning opportunities later. As suggested earlier, this attitude can have a dramatic impact on the rest of your life. Reduced earnings, limited advancement, and a static lifestyle are the consequences of a negative attitude toward additional education and training.

One of the benefits of growing older is that you can make more independent decisions. You determine what you want to do, what you are capable of doing, and, eventually, what you will do. These decisions will be reflected in your career and in the education and training choices that go along with accomplishing your work-related goals. You can influence your future in a positive way by acknowledging the importance of learning and deciding to participate actively in educational and training opportunities.

The Future: What Are Your Options?

You have literally thousands of educational and training alternatives that you can explore before you enter the work force, while employed full-time, or while working on a part-time basis (fig. 1). University enrollment, registration at a local community college, vocational/technical training, internships, seminars, and informal classes represent a few of the ways that you can continue your education.

University. A university education consists of four years of academic study in the student's field of choice, or major. Usually, university students are required to take a group of core courses related to their major, and they round these out with individual electives. For example, a student majoring in business would be required to take a specific number of marketing and management courses. If the student was interested in politics, he or she could take political science and history courses as electives. Having completed all required and elective course work, and having maintained at least the minimum specified grade-point average, the student is awarded a Bachelor of Business Administration (B.B.A. degree). The degree certifies that the student has met the university's standards for graduation.

Having graduated, the student is eligible to take advantage of services offered by the university's job placement office. Staff employed there assist students in finding jobs in their specific fields. All facets of the job search, including resume writing, interviewing, and job counseling are coordinated through the university's job placement office.

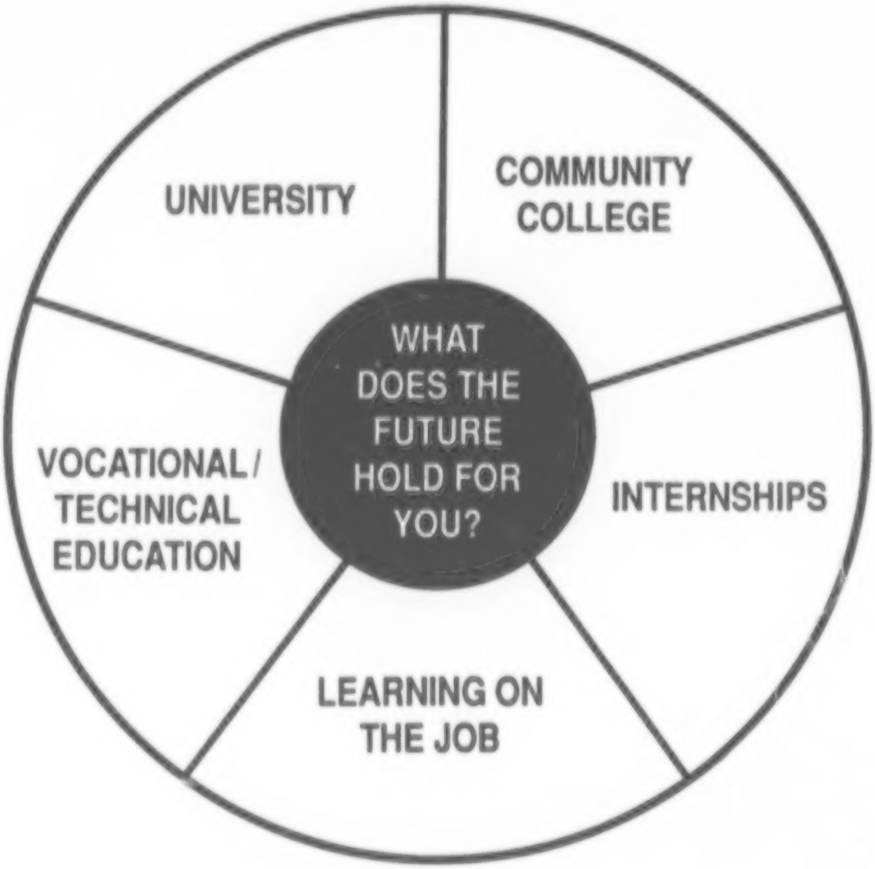

UNIVERSITY
COMMUNITY COLLEGE
WHAT DOES THE FUTURE HOLD FOR YOU?
VOCATIONAL / TECHNICAL EDUCATION
INTERNSHIPS
LEARNING ON THE JOB

Figure 1

LEARNER PROFILE: Francisco S. Ortiz

Frank Ortiz grew up in Los Angeles, where he attended Huntington Park High School. In addition to the core academic program, Frank chose courses in electronics as his electives. Upon graduating in 1985, he enrolled in the Computer Laboratory Technician program offered by Southwest College in San Diego. His studies in this program, which included analog and digital electronics, microcomputers, and diagnostics, led to his certification in 1987 as a Computer Laboratory Technician.

While attending Southwest College, Frank was hired by G.T.C. Travel to operate the agency's computerized accounting system. Here, Frank used his course work in technology while learning travel agency operations and bookkeeping. Through his affiliation with G.T.C., Frank learned how to efficiently operate the Covia TS2000 accounting system. After two years at this job, Frank decided to take advantage of his learning and move ahead with his career. In 1990, he secured a job with the Austin, Texas, office of Covia TS2000.

As a customer service representative on the TS2000 technical support desk, Frank helped other TS2000 customers with accounting system problems. Aware that new technology was about to be incorporated into the system, Frank seized the opportunity and enrolled in a Novell Certified Netware Engineer program. This extensive training increased Frank's value to Covia. Frank became one of the company's best resources for clients who were using Netware technology, and in 1992 he was awarded the Certified Netware Engineer certification.

Still aware of career opportunities, Frank began investigating other occupations where his training could be fully implemented. This led him to an interview with General Electric Computer Services in Los Angeles. Because he could offer a solid resume and a list of excellent professional references, Frank was hired on the spot, at a substantially higher salary than that paid to him by Covia. In addition, GECS paid for all of his relocation expenses.

Frank's investment in himself paid handsomely. Within two-and-a-half years, he had increased his annual income by over $16,000. Frank attributes his success to his commitment to learning and the support of a few key people in his life, especially his mother. Frank is an example of how learning creates opportunity. His success has made him a firm believer in education and a model for lifelong learners.

Community college. Extending their role to work-related training, your local community college can help you acquire a job skill at the same time you are pursuing your education. Vocational tracks related to industries that use computers, electronics, hospitality services, paralegal services, and tourism are among the options provided through community colleges. These institutions offer a two-year study program, where core subjects that concentrate on acquiring the specific skills needed to accomplish a job are enhanced with a limited number of electives. Upon completion of the course work, students are awarded an Associate's Degree, certifying that they have met all requirements. Like its university counterpart, the community college job placement office helps students find work. These offices usually work closely with community employers to help them find qualified applicants.

Vocational/technical education. Similar in scope to the community college system, vocational and technical programs focus on job skill acquisition. Unlike the community college, these institutions are privately owned schools that operate for a profit. This aspect of their operation usually translates into more expense, reduced training time, and a compact, skill-specific curriculum.

If a community college program takes two years to complete, the vocational school might offer a comparable program that lasts one year. During this time, students would be exposed to only those skills that pertained to their chosen career. For example, a student enrolled in a travel agent training program would learn how to make airline reservations through the computerized reservation system, study destination geography, and become familiar with travel agency operations. Because of time constraints, related skills such as keyboarding, basic geography, and how to handle money might not be covered. If you already possessed these related skills, the curriculum could advance your career; however, if you had never acquired them, you would have difficulty finding a job.

Because they are expensive, vocational/technical programs deserve in-depth investigation before you enroll. You sign a contract when you enroll that outlines your payment responsibility and the school's refund and cancellation policy. Check the school's references, talk to graduates, and discuss the school's placement record with employers. Look for accreditation credentials (certification of the school's standards and trustworthiness), and make sure that the school is licensed by your state education agency.

Like any continuing education, vocational programs can speed career advancement. But investment in this type of training will pay off only if you acquire all the necessary skills required to perform a job proficiently. Thorough research into a vocational program ensures that your expectations will be fulfilled.

Internships. Internships involve short-term learning opportunities where students are provided with hands-on exposure in a specific field. In an internship, the student makes a commitment to work with the company for a specified period of time. Just like in a job situation, responsibilities for the student are outlined, and a company employee is assigned to assist the student's learning.

Internships provide the student with real experience and a way to evaluate the occupation and determine if it meets his or her expectations and needs. Internships sometimes even lead to job offers. At the very least, they give the student valuable experience and the opportunity to establish professional relationships.

How Do You Pay for Continuing Education?

One of the major obstacles people encounter when pursuing the possibility of additional education is a lack of money. Locating the funds necessary to finance education can be difficult and frustrating, but not impossible. Scholarships, grants, loans, and individual sponsorships *are* available, but it takes some investigation to uncover their sources.

How can you discover what educational funding resources are available and how to apply for financial assistance? The best place to start is with your school guidance counselors. These trained professionals are familiar with and have access to information that can launch your search. Financial assistance for minorities, those with disabilities, women, students who want to specialize in a particular field, and the economically disadvantaged is available through a variety of scholarship, grant, and loan programs.

In addition to your school counselors, universities, colleges, and most vocational schools employ financial aid officers. Discussing the student's educational goals, reviewing funding options, and processing the necessary financial assistance forms are among the responsibilities of financial aid officers. These individuals are also familiar with government-funded work/study programs that encourage students to work while attending school. School-sponsored positions rarely exceed 20 hours per week and pay a competitive wage. Conveniently, most university and community college work/study programs involve on-campus employment, making it easy for a student to work within a tight class schedule.

A word of caution: Make sure that you have a knowledgeable adviser review the paperwork before you sign any financial assistance contracts. Student loans obligate you to repay what you have borrowed, even if you decide not to complete a program. Read and understand all cancellation and refund policies before you commit yourself.

The Difference Between a Scholarship, a Grant, and a Loan

A *scholarship* is an educational financial assistance award based on merit. A few of the ways that a student can earn a scholarship are by maintaining a very high grade-point average, scoring high marks on standardized tests (such as the Scholastic Aptitude Test), excelling at a sport, or contributing to the community through volunteer activities.

Scholarship money can be applied toward tuition, books and materials, and, sometimes, to dormitory and living expenses. Scholarship money does not have to be paid back.

An *educational grant* consists of monetary assistance, usually based on a student's financial need. Grant funds are provided by the federal government or other sponsoring organizations. The purpose of many grants is to help people with low income levels secure the education they need to raise their standard of living; other grants promote research or special projects. Like scholarship money, grant money is not repaid by the student.

A *student loan* is an advance of money secured through a contract between the student and some financial institution, such as a bank. Student loans usually have a lower rate of interest than other types of bank loans and can be applied to any school-related expense. Not until the student's education has been completed (or terminated) is the student obligated to repay the loan. Low interest rates and a longer-than-usual payback period are the main benefits of student loans.

Where to Get More Information on Educational Financing

The following publications tell you where to apply for educational funding. Your guidance counselor or local library may have these publications.

- *Need a Lift?* Published by the American Legion; contains career and scholarship information. Mail $1.00 to the American Legion, Attn: National Emblem Sales, P.O. Box 1050, Indianapolis, IN 46206
- *Meeting College Costs.* Produced by the College Board; available through high school guidance counselors.
- *The Student Guide to Federal Financial Aid Programs.* Write to Federal Student Aid Programs, P.O. Box 84, Washington, DC 20044, or call 301/984-4070.
- *Higher Education Opportunities for Minorities and Women.* Published by the U.S. Department of Education; available from the U.S. Government Printing Office, Washington, DC 20402. Call 202/783-3238 for price information.

Learning on the Job

When we are learning something that we use or will use on a regular basis, we learn more easily. That's why learning on the job is one of the most beneficial ways to upgrade skills.

You initially learn how to perform your work through a formal on-the-job training program or by watching and assisting your coworkers. As you use the skills more frequently, they become easier. At some point, you will have mastered each task associated with your job. Then, you may have an opportunity to assume new responsibilities that further your development and advance your career.

How do you prepare for new responsibilities and opportunities for advancement? Many times, new skills can be learned either on the job or with the assistance of the company where you are employed. "In-house training" is the term given to company-sponsored training workshops. Offered in medium- to large-size firms, in-house training provides employees a formal method of improving current performance and developing new skills. Skills needed in the workplace can also be taught by one employee to another through informal training. This is the most common form of on-the-job training.

Both large and small companies rely on senior workers to train less skilled personnel. After mastering the tasks you were hired to perform, you might be responsible for teaching the skill to another staff member. Likewise, if you express interest in learning something new, a knowledgeable employee will be involved in your training.

In addition to providing in-house workshops, some companies help their employees pay for education and training seminars. Tuition assistance programs are usually available in large companies. Such companies may pay the full cost of college tuition and books. Depending on the topic, seminar funding may or may not be available through your company. These short classes expose employees to new ways of doing things with the hope of improving efficiency and effectiveness. Seminar topics might include "Working with Difficult People," "Selling Techniques," and "Better Communication."

Summary

The individual who is interested in a career that offers a chance to do different things, and eventually earn more money, takes advantage of all types of learning opportunities. Adopt the attitude that learning is a lifelong process, rather than just a short step on your way to adulthood. You'll find that this attitude pays off in work that is more challenging and financially rewarding and a life that is more interesting.

Questions

1. How does a commitment to lifelong learning benefit an individual?
2. Explain the differences between a university, community college, and a vocational/technical program in a vocational school.
3. Describe what type of student would benefit from vocational/technical training in a vocational school.
4. What is the difference between a loan and a grant?
5. How can skills be learned on the job?

Activities

1. Starting with your entry-level job, map out a possible career path for yourself. What kind of work do you eventually want to perform? Investigate the programs available in your local community, and determine what type of education and training will help you to get where you want to go.
2. By either talking to your guidance counselor or using one of the resources listed in the assignment, research and report on how you might pay for continuing education.
3. Interview an adult friend who has had a successful career. Find out how he or she acquired the skills needed to perform the work. Has your friend's commitment to education and training influenced his/her success? Report your findings.

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Communicating on the Job

Objectives: After completing this assignment, you will be able to—

1. *explain how communication skills influence your ability to succeed in your career;*
2. *discuss how to listen attentively;*
3. *describe the importance of words and your use of them;*
4. *state how messages are conveyed nonverbally;*
5. *describe the standard formats for business memos and letters; and*
6. *list the ways in which written correspondence is used on the job.*

Being able to communicate in writing allowed you to construct a resume that resulted in a job interview. The ability to listen attentively and communicate verbally during the interview enabled you to answer the interviewer's questions and persuade the company to hire you. Just as your communication skills enhanced your ability to get a job, they make your daily work easier, help build positive relationships on the job, and ultimately affect your advancement. How you communicate determines your career success.

It is difficult to think of any job that does not require some form of communication. Retail industries revolve around assessing client needs, recommending products, and providing service both before and after the sale. Manufacturing firms require employees to know the specifications necessary for production. Service industries thrive on accommodating customers' expectations. Each of these industries relies on internal and external communication to accomplish its mission. The retail salesperson must establish rapport with the customer to transact a sale. The manufacturing assembler needs to know the exact standards built into a component in order to fill an order properly. And the customer service agent must demonstrate a responsive and caring attitude to each and every client, if the client is to return. Effective communication involves both giving and receiving information either orally or in writing.

Listening

We routinely associate communication skills with the ability to read, write, and speak. Our educational system emphasizes these basics at all levels of learning. From the time we are in elementary school, aptitude tests gauge our progress in understanding written text and conveying messages through writing. In high school, assignments usually include oral presentations that are delivered to fellow students. In addition, speech and drama classes are available as electives to enhance oral communication skills. By the time we graduate, we are usually able to read, write, and speak well enough to function in society.

The ability to read, write, and speak is essential in the workplace. We use each of these three skills in almost every work-related task we perform. Discussing company policies with supervisors, giving instructions, and helping customers all involve some form of communication. However, there is a fourth skill relevant to effective communication that is not routinely taught in the schools. That skill is listening.

Research studies indicate that the average listener remembers little of what he or she hears. Within a day of attending a speech or presentation, an audience is likely to remember only half of what the speaker said. Because we do not consciously listen, our capacity to remember information diminishes as time passes. Effective listening provides us with a tool to retain information. Information retention is important in any co-worker relationship or customer interaction.

In the following scenario, an employee is distracted by an attractive customer while a co-worker is attempting to give instructions.

Co-worker: The items that need to be stocked are in the fourth-floor inventory warehouse.
Employee: O.K.
Co-worker: After picking them up, we'll need to price each piece.
Employee: O.K.
Co-worker: Since you were interested in putting together a display, I talked to the department supervisor and got permission for you to arrange the third-floor display. She suggested a beach scene. Great, huh?
Employee: Yea, I'll pick up the inventory on the third-floor and deliver it to the display supervisor on the fourth floor. When are you going to the beach?

Imagine transacting a sale without the benefit of effective listening.

Salesperson: "Good morning, how can I help you today?"
Customer: "Well, I am looking for an inexpensive gift for my four-year-old grandson."
Salesperson: "We have some great gold key chains and tie clips."
Customer: "He's much too young to enjoy something like that. I want something like a cowboy hat."
Salesperson: "If he likes country/western, we have a good selection of tapes and CDs in our music department."
Customer: "I think I'll keep looking. Good-bye."

The salesperson in this situation listened selectively to the customer. As a result, the customer's needs were not met and the sale was lost. In a competitive environment, listening means not only retaining information, but retaining customers.

Listening attentively to another individual shows that you value what they have to say. If you listen, you'll get your job accomplished more efficiently and with a higher degree of customer satisfaction. The next scenario demonstrates what could have happened if the employee had been listening attentively to the customer.

Salesperson: "Good morning, how can I help you today?"
Customer: "Well, I am looking for an inexpensive gift for my four-year-old grandson."
Salesperson: "We have many toys and games that could occupy a four-year-old. Do you have something particular in mind?"
Customer: "He loves cowboys and horses. I was thinking about something like a cowboy hat."
Salesperson: "Over here we have some authentic-looking western clothes for children. Would you like to look at them?"
Customer: "Oh, these hats are terrific! I think my grandson would like the dark brown one. These matching shirts are also reasonable. Let me have the hat and two shirts. These are just perfect."
Salesperson: "I'm glad you like them. The shirts were a good choice. OK, we have one dark brown cowboy hat and two shirts. Is there anything else?"
Customer: "Not today. But I'll definitely be shopping here again."
Salesperson: "Thank you for shopping with us. I'll see you next time. Good-bye."

Through attentive listening, the salesperson was able to accommodate the customer's needs and earn repeat business. Listening was a key component in successfully completing the sale.

Improve Your Listening Skills By:

- Acknowledging the value of the talker
- Maintaining eye contact with the speaker
- Limiting interruptions
- Concentrating on the ideas presented
- Periodically summarizing the ideas presented
- Clarifying any interpretations

Verbal Communication

When we listen attentively, we are in a better position to appropriately respond to a co-worker, customer, or any other person with whom we interact. We can communicate a response in writing, through body language, or verbally. Verbal communication relies on a person's ability to express himself or herself through speech. Discussing company policies with co-workers, relaying the benefits of a particular product to a customer, or talking about the best place to have lunch all involve verbal communication. We can express what we think, what we feel, what we want, and what we don't want, verbally.

In the workplace, verbal communication is the primary way that information is broadcast to employees. The culture of the business is transferred from company veterans to new employees through informal conversation. Learning new tasks is aided through verbal instructions. Interpretation of company policies and procedures is verbally communicated from management. Teamwork is built around verbal information. And, of course, most customer relationships are based on verbal interaction with employees. What we say has an impact on all areas of our work and our lives.

Just as listening attentively takes some conscious effort on our part, knowing what to say is a skill that can be cultivated. Words are powerful. They project your personality, your attitude, and your level of education. Your speech also influences other people's perception of you. Whether you like your work, know your job, or relate well to your co-workers is evident from the way that you verbally communicate.

What can we determine from the following interaction?

Co-worker: The items that need to be stocked are located in the fourth-floor inventory warehouse.

Employee: I could have gone to the movies instead of doing this stuff. What time is it?

Co-worker: I think it's around 4:15 p.m. Maybe you can catch a later show. After picking up the stock, we'll need to price each piece. I told the supervisor we would have the pricing done by 7:30.

Employee: Pricing is so boring! Can't we do something that is more fun?

Co-worker: I know that this part of the job is not the most interesting. Since you were interested in putting together a display, I talked to the department manager and got permission to arrange the third-floor display. She suggested a beach scene. Great, huh? I thought we could finish everything by about 10:00 p.m.

Employee: It's only April! Why a beach scene? I'm leaving at 9:00. You can do the display, if you want.

Now, consider how the next conversation contrasts with the previous one:

Co-worker: The items that need to be stocked are located in the fourth-floor inventory warehouse.

Employee: Working together will make this job go a lot faster. I am glad you are here tonight. How about going to a movie after work?

Co-worker: That sounds good. After picking up the stock, we'll need to price each piece. I told the supervisor we would have the pricing done by 7:30.

Employee: Well, pricing is not my favorite, but we can get it done by 7:30.

Co-worker: I know that this part of the job is not the most interesting. Since you were interested in putting together a display, I talked to the department manager and got permission to arrange the third-floor display. She suggested a beach scene. Great, huh? I thought we could finish everything by about 10:00 p.m.

Employee: Those new swimsuits are in! Do you think we could borrow some props from outdoor furniture? Maybe a patio umbrella? Where can we get some sand? I'm excited about this project. Thanks for working it out. So, tonight we have to pick up the inventory from the fourth floor, price each item, then work on the display.

Co-worker: That's it. Then we go to the movies.

Personality, attitude, and relationships are conveyed through verbal interactions. Thinking about what you say and how you respond ensures that accurate perceptions are created and that your message is transmitted to the listener.

Nonverbal Communication

Up to now, we have been concentrating on communicating in face-to-face situations. In these interactions, the people involved have the benefit of being able to read each other's body language. Consisting of a person's posture, gestures, and facial expressions, body language involves relaying messages through nonverbal methods. This form of communication gives additional meaning to a speaker's words and can illustrate how the listener receives the information (fig. 1).

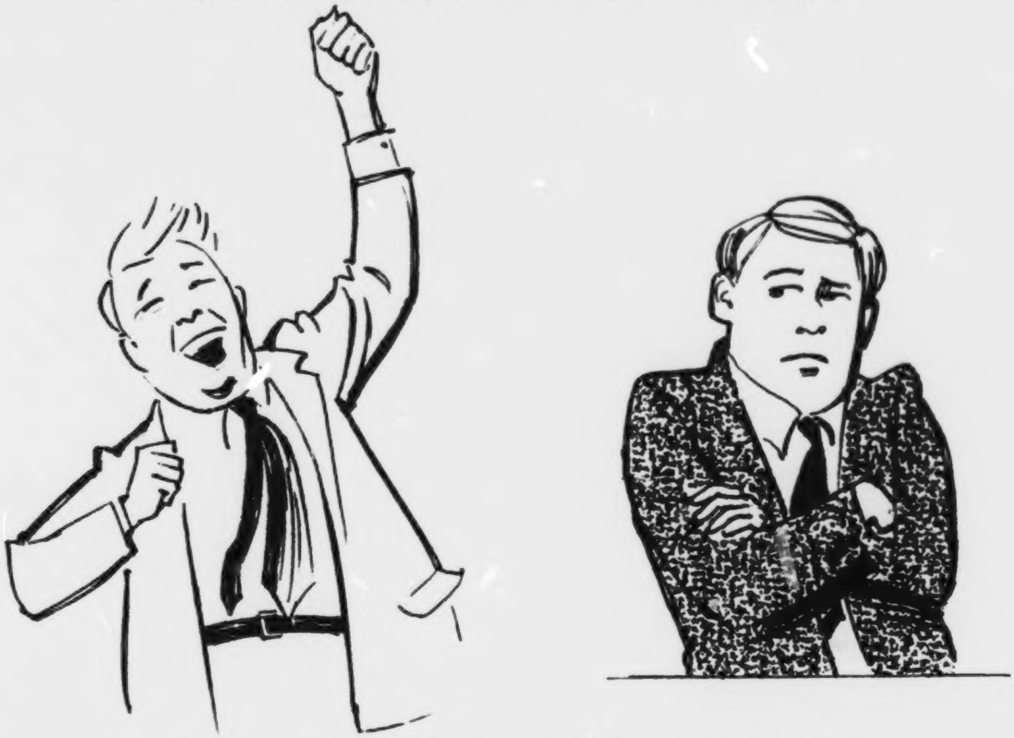

Fig. 1. Which person expresses that the message is being positively received?

Improve Your Verbal Communication Skills By:

- Recognizing the value of the listener
- Clarifying the needs of the listener
- Verbally summarizing your message
- Confirming that your listener understood the message
- Using basic courtesy (please, thank you, you're welcome) in all interactions
- Adding new vocabulary to your inventory of words
- Turning negative answers into positive responses
- Reading a variety of publications

When giving verbal instructions, a coworker may simultaneously demonstrate how a piece of equipment operates. The demonstration enhances the attempt to relay information and assists the listener in understanding the instructions. Just as a physical demonstration improves communication, body language increases the likelihood that a message will be understood.

Common forms of nonverbal communication that suggest a message is being positively delivered and/or received include smiling, laughing, nodding the head, and leaning forward with the arms and feet relaxed. Body language that indicates negative delivery or reception of a message include frowning, grimacing, shaking one's head from side to side, crossing the arms, and clenching the fists. Sending the speaker and listener feedback, the nonverbal communication is as clear as the verbal message itself.

When we encounter specific types of body language, our message is adjusted based on the feedback we receive. When we bear bad news, it is unlikely that we will be relaxed and smiling. In addition to a verbal presentation, our face and body will indicate that something is wrong. When reacting to the bad news, our listener may respond with a sad look, a frown, or an angry fist clenched or banged on a tabletop. Depending on how the listener responded, our body language might reflect our own sad look, a painful grimace, or a tense, crossed-arm barrier. We might even attempt a happy face to cheer up the listener. Our nonverbal signals indicate the meaning behind a message and the way this meaning has been interpreted by the listener.

Nonverbally, we communicate our feelings. In some instances, body language is more honest than the messages we convey verbally. In a sales situation, a customer verbally may respond positively to a recommendation, but nonverbally indicate displeasure with the suggestion. Sometimes, in order to be polite, we will respond with a positive verbal message, but our body language may reveal our true feelings. Recognizing the value of nonverbal communication, the smart salesperson learns to pick up on nonverbal clues from customers. These clues help define what clients want and how the salesperson can accommodate their needs.

Most people use some kind of body language when they speak. Posture, gestures, and facial expressions add a range of meanings and feelings to any spoken interaction. This nonverbal communication increases the likelihood that messages will be conveyed as intended by the speaker and understood accurately by the listener.

Written Communication

In the workplace, you will frequently have the opportunity to use your writing skills. Memos, correspondence, instructions, and telephone messages represent standard forms of written communication that are routinely used in business. Written communications are used internally to transmit information among employees. Externally, they are used to solicit business, communicate with customers, and make arrangements with suppliers.

Memos are brief, informal messages, usually used internally only. Their standard format consists of the date, name of intended receiver, name of sender, a reference line indicating the topic, and the message. The sample on the next page illustrates the memo format.

When people are difficult to reach by phone, the caller may leave a voice mail message (if available) or a phone message. Telephone messages are another form of internal business communication. They include only basic information such as the date and

MEMORABLE WEDDINGS

MEMORANDUM

DATE: February 3, 1993

TO: Chris Callahan

FROM: Nicole Johnson

RE: Transportation for the Peterson wedding party

On the basis of our discussion last week, I have confirmed an additional van for the Petersons' wedding guests. The 13-passenger van is confirmed for April 8, 1992, at a cost of $250.00. Please note that this fee does not include the driver's gratuity. This can be estimated at $25.00. Let me know if you need anything else. Thanks.

time of the call, the recipient's name, name of the caller, and usually a very brief summary. Phone messages should be placed where the recipient will find them. If the message requires an immediate response, make sure the recipient knows.

In most cases, letters will be used to communicate information to individuals who are associated with, but not directly employed by, the company. Business correspondence includes letters to customers, suppliers, service providers, and others who have contact with the company.

Business letters follow a standard format that includes the date, name and address of recipient, salutation or greeting, text, closing, and name of sender. The sample letters included in this assignment follow this format.

Recent technologies continue to alter the way we normally communicate. The FAX machine, electronic mail, and networked computer systems have made communication more efficient and less formal. As use of these technologies becomes more commonplace, our reliance on traditional forms of correspondence such as memos and letters will decrease. Still, each of these new transmittal methods requires writing skills in order to communicate a message. Writing has not been outdated by the new technology.

Good writing is a skill that can be learned. The basics taught in English classes apply to all forms of business correspondence. When writing, make your message as concise and relevant as possible. Include a statement that outlines why you are writing, any pertinent history, and the new information. Your last paragraph should summarize your message and request any required follow-up. End the letter with a traditional closing, your name, and your title.

Summary

Knowing what to say, how to say it, and when to say it keeps business thriving. The employee who practices good communication skills recognizes the importance of these skills and their impact on daily work, business relationships, and job promotion. Your communication skills can prove to be your biggest asset. Being able to listen attentively to the ideas of your co-workers and customers, recognize nonverbal forms of communication,

MEMORABLE WEDDINGS
8911 Capitol Highway
Austin, Texas 78744

February 6, 1993

Ms. Camille Peterson
78111 Far West
Austin Texas 78759

Dear Ms. Peterson:

We are making final arrangements for Laura's wedding. The reception facility at Greenlawn is secured, catering details completed, transportation reserved, and flowers ordered.

During our meeting last week, you indicated a van would be required to transport wedding guests from the hotel to the wedding and to the reception following the ceremony. We have confirmed a 13-passenger van, at a daily rate of $275.00. This fee includes round-trip transportation and the driver's gratuity.

The enclosed invoice lists all services and associated fees. Please let me know if we can be of further assistance.

Sincerely,

Chris Callahan
Client Services Representative

---

and express your ideas clearly enables you to build positive relationships on the job. In doing these things, you promote the success of the company, as well as that of your career.

Questions

1. Discuss the ways in which people communicate on the job.
2. On the job, what are some of the effects of poor listening? List six activities that can help you listen more attentively.
3. Describe how verbal communication is used in the workplace.
4. List four common forms of nonverbal communication that convey positive messages.
5. What are the standard parts of a business letter?
6. How is written communication used in a business?

Activities

1. In a class or work situation, improve your ability to listen well by using the six tips given in the assignment. Note whether or not there was a difference in the way you and someone else understood the information. Describe which tip was the most effective.
2. Observe a friend or co-worker talking with another person. What kind of nonverbal messages were they sending during the conversation? Did the nonverbal and verbal communication say the same thing, or was the listener getting a mixed message?
3. If you have had a recent opportunity to get good service from a local business, write a business letter to the company complimenting the employee who provided the service. Use the standard format.

MEMORABLE WEDDINGS
8911 Capitol Highway
Austin, Texas 78744

February 6, 1993

Mr. Mark Kellerman
Van Rentals, Inc.
Austin, Texas 78701

Dear Mr. Kellerman:

We have received your invoice number 16000 for the Peterson party, confirmation number A39282.

My notes during our conversation of February 3 indicate that we were quoted a rate of $250.00 per day, exclusive of the driver's gratuity. Your invoice lists a daily rate of $300.00.

Please clarify the discrepancy, and get back to me as soon as possible. Thank you for your assistance.

Sincerely,

Nicole Johnson
Operations Manager

16

Managing Your Money

Objectives: After completing this assignment, you will be able to—
1. *explain the importance of budgeting;*
2. *prepare a weekly and a monthly budget;*
3. *summarize points about saving;*
4. *list the terminology used on a payroll voucher; and*
5. *explain buying on credit.*

Once you become employed, you will need to become a money manager. You will need to learn how to manage your money, or it may begin to manage you. The most basic rule for managing money well has two parts: (1) spend your money for the things you really need, and (2) save for the things you want the most. When you learn to put first things first, you will be in control of your money.

Budgeting

The first priority of budgeting is to gain control of, or manage, your money. No one can define your wants and needs. You must work that out for yourself by setting priorities and deciding what is most important. First, determine what you must have, then determine what you would like to have. Buy the important things first. With the money that's left over buy the things you would like to have.

A budget chart (fig. 1) may be helpful. Determine how much you earn each week. List your total weekly earnings on the top line of the form. Subtract withholding tax, FICA tax, and any other deductions that appear on your check stub. The amount left over is your weekly take-home pay.

Next, determine where your money goes. Keep a record of what you spend throughout the week. The chart suggests certain expenses, including food, transportation, clothes, home, contributions, and savings. By keeping accurate records, you will know exactly where your money goes. You can see at a glance whether you are spending too much money in one area. You can also see whether your expenses are more than your take-home pay.

If you see that you are spending more than you earn, reduce your spending. To do so, you must plan more than a week ahead. Use the bottom of the form to list your future wants and needs. This will help you plan for your future. In addition, ask yourself these questions:

- Do I really need it? It's easy to buy things that you really don't need. Become aware of the extras you buy.
- How often will I use it? Buy the things that you can use most often.
- Is this a purchase I should postpone? Set time priorities and buy the things you will use first.
- Will it cost money to care for the purchase or have it repaired? If the answer is yes, figure out the expense.
- Am I willing to sacrifice other things in order to purchase this item? You must give up one thing to get something else.

If you think about these questions and answer them honestly, you will make wiser decisions. Take time to decide about big expenses. For example, you need to be more careful when you buy a car than when you buy a tennis racket. Good decisions are the key to money management. They are based on your willingness to compromise. When you buy one thing, you must be willing to sacrifice something else. This is called a trade-off. Making trade-offs that please you is the beginning of good money management.

HOW TO MANAGE YOUR MONEY

Total earnings (weekly) ____________
- Withholding ____________
- F.I.C.A. ____________
- Other deductions ____________

Total take-home pay ____________

	Weekly	Monthly
Food		
Breakfast	________	________
Lunch	________	________
Supper	________	________
Snacks	________	________
Transportation		
Busfare	________	________
Gasoline	________	________
Car maintenance	________	________
Car payment	________	________
Clothes	________	________
Home	________	________
Church and Contributions	________	________
Savings	________	________
Other		
Entertaining	________	________
School supplies	________	________
Hobbies	________	________
Books, records	________	________
TOTAL EXPENSES	________	________

Total take-home pay ________
Total expenses ________
Discretionary income ________
(what is left to spend)

Future Needs (fixed)		**Future Wants (discretionary)**	
____________	$ ______	____________	$ ______
____________	$ ______	____________	$ ______
____________	$ ______	____________	$ ______
____________	$ ______	____________	$ ______

Figure 1

Savings

Since it is impossible to know what the future will bring, it is important to save money when you can. There will always come a time when you need it. Here are some examples of when you might need savings. Suppose:

- You are unable to work.
- Your car needs a new battery or tires.
- You need new clothes for a special occasion.
- You need immediate dental work.
- You want to take a holiday trip.

Although each person has his or her own reasons for needing to save, some specific reasons apply to most of us. Try to understand this list:

1. Saving money marks you as a responsible person.
2. Savings enable you to establish credit.
3. Saving your money in an interest-bearing account makes your money grow. Your money can work for you. If you can save only $20 a month at 5 percent interest compounded annually, you will have $1,086.15 at the end of four years. Your savings account will have earned $126.15 in extra money.
4. Savings enable you to buy things without going into debt.
5. Savings give you freedom from worry.

Keep your savings separate from your other money by opening a savings account. This keeps your savings harder to reach but still accessible when you need it.

Where you save can determine how much your money earns, and savings institutions pay different interest rates. Call around and find out the best rates and consider how accessible your money will be in each place.

Checking Accounts

Checking accounts are different from savings accounts because they do not earn interest. You can write checks against your account, and you must keep enough money in the bank to cover the checks you write. Most banks have a service charge for checking, usually based on your average balance. Other banks base the service charge on the number of checks you write.

Shop for a bank the same way you shop for a savings institution. Find out who has the best deal for you. When you open your account, manage it wisely. Write down in your checkbook every check you write, and balance your checkbook every month. This is a very important aspect of good money management.

Consider these advantages to having your own checking account:

1. A checking account shows you a running total of how much money you have on hand.
2. A checking account gives you a record of how you are spending your money.
3. Canceled checks provide you with receipts when you need them.
4. You will not have to carry as much cash when you have a checking account.

You might also want to investigate the possibility of opening an account that both earns interest and allows you to write checks against it. Credit unions sometimes offer such plans. You would need to discuss thoroughly with an officer of the credit union the advantages and disadvantages of such an arrangement. You will also need to know whether a minimum balance is required at all times.

The Paycheck

Your first paycheck may be a surprise to you. Instead of the $70 you had planned on, you may receive only $52. If this puzzles you, the answer can be found on your paycheck stub. Read it and look for these things:

- *Gross Earnings:* This figure should equal the number of hours you worked times your hourly wage. The following three items are deducted from your gross earnings.
- *Withholding Tax:* This is federal income tax, which is figured according to how much you earn.
- *FICA:* Federal Insurance Contributions Act is another term for Social Security. This deduction is based on a percentage of your gross earnings.
- *Insurance:* Life, health, and other insurance expenses may be optional. This deduction pays for them.
- *Net Earnings:* This is your take-home

pay. Look to see that it is the same as the amount on your check.

Errors are made. If you think your paycheck is wrong, ask your manager or boss. Do not discuss the problem with other employees; it is none of their business.

Buying on Credit

Buying on credit is popular and tempting, and it is true that many people buy on credit without any problems. However, others develop very serious problems. Careless use of credit can leave you in debt for many years. Never abuse your credit, and remember: You will be better off if you pay cash for your purchases.

If you establish a good credit rating while you are young, you will be in good shape when you need to borrow for a car or house later on. You can do this without putting yourself heavily in debt: Borrow a small amount of money from a bank or credit union, then pay back the loan in the manner you've set up with your loan officer (fig. 2). Follow these suggestions for establishing a good credit record:

1. Establish credit at a bank by having a cosigner. Your parents or another adult can guarantee that you will pay back the loan.
2. Open a charge account at a store that encourages it. This is an excellent way to establish credit.
3. Establish credit with local banks or stores. They are more likely to help you establish your credit rating.
4. Make your payments on or before the date they are due.

Questions

1. What is the first priority of budgeting?
2. What is meant by a trade-off?
3. How can you keep your savings separate from your other money?
4. List the advantages of a checking account.
5. What are gross earnings?
6. What is FICA?
7. How can you establish a good credit rating?

Activities

1. Using the "How to Manage Your Money" chart, fill it in for the last week.
2. Call at least three institutions that offer savings accounts. These may be banks, savings and loan associations, credit unions, or other financial institutions. Ask how much interest each pays on savings accounts. Which one would you prefer to use? Why?

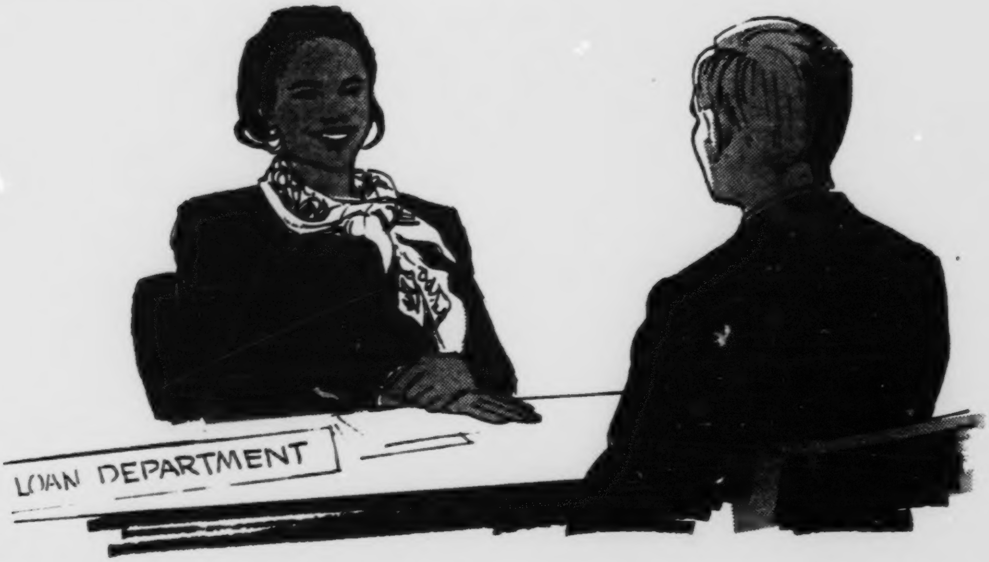

Fig. 2. Taking out a small loan and paying it back in a timely manner will help you to establish a good credit rating.

17

Stress Management

Objectives: After completing this assignment, you will be able to—

1. *define* stress;
2. *discuss the effects of distress;*
3. *explain the causes of stress in the workplace;*
4. *define* time management, *and explain how it can reduce stress; and*
5. *describe activities that can reduce stress.*

Our bodies constantly react to our environment. We blink, scratch, sneeze, and sweat in response to the outside influences that affect us. We also react internally to environmental stimuli. Our stomachs growl when we are hungry, our breathing quickens when we exercise, and our temperatures rise when we are ill. Both internally and externally, we respond physically to everything going on around us. The condition created during this stimulus/response activity is called stress. Stress is a constant, neutral force in our lives.

Within the last several years, the word *stress* has assumed a negative meaning. The words *tension, strain*, and *pressure* are frequently associated with the word *stress*. The sentences "This is a stressful situation," "I am stressed out," and "His stress led to a heart attack" suggest that stress is bad and unhealthy. Contrary to popular belief, stress is not harmful. It is when we are unable to respond positively to our environment that stress becomes unhealthy and damaging. This condition is called *distress*.

When we are distressed, our bodies are not capable of handling our environment and we lose the ability to respond in a healthy way. Distress eventually results in illness or death. Heart disease, high blood pressure, migraine headaches, and insomnia have been traced to stress. Alcoholism and drug use can often also be attributed in part to stress. The more accurate statement might be "His distress caused his heart attack."

Stress Research

Research on how individuals respond to their environments began in the 1920s. Dr. W. B. Cannon, a Harvard researcher, probed into how people react in potentially dangerous situations. Developing the "emergency response" theory, Dr. Cannon concluded that when confronted with a physical danger, people tend toward either "fight" or "flight." The person who chooses to fight will directly confront the danger; the person who chooses flight will quickly remove himself or herself from peril.

Accompanying the "fight or flight" instinct is the body's physical reaction to danger. Breathing accelerates, the pupils dilate, blood pressure rises, and the production of hormones, like adrenaline, increases. This is the body's reaction to stress.

It is unlikely that we will encounter grave physical danger on a routine basis. Unlike our primitive ancestors, whose lives were filled with hazard, physical danger is not part of our normal existence. But even if physical danger is not present, we remain subject to perceived mental and emotional strain that can trigger the fight-or-flight response.

Mental and emotional stress activates a physical reaction similar to the one described by Dr. Cannon. At times of emotional and mental difficulty, hormonal production increases and the activity of part of our nervous system is stepped up. If our bodies remain in this excited state and cannot return to normal, illness results. Tension headaches, ulcers, high blood pressure, and insomnia are directly related to our body's inability to cope with mental and emotional distress.

What does this have to do with work? We have already established that the majority of our waking hours will be spent on the job. It is likely, therefore, that much of the stress you encounter will involve work. Financial concerns, dealing with co-workers, assuming additional responsibility, and physical demands create stress. What you want to accomplish is not having work-related stress evolve into distress.

In the early 1970s, Drs. Tom Holmes and Richard Rahe published a list of 43 events that had been demonstrated to cause stress in a person's life. Included in the list were death of a spouse, divorce, change in financial state, pregnancy, and marriage. Each event was assigned a value. For example, death of a spouse was rated a value of "100," divorce a "43."

In order to gauge a person's level of stress, the individual involved in the Holmes Rahe stress test was directed to note each event that applied to him or her personally. If the sum of all the values was greater than 150, the individual could be prone to a stress-related illness. The theory of Drs. Holmes and Rahe proposed that by calculating stressful events, individuals at risk for stress-related illnesses could be identified. Once identified, these people, it was hoped, could control their stress before it became distress.

Although the list is dated, it is still possible to see the relationship between stressful events and one's work. Of the 43 items listed, eight directly relate to the job (for example, firing, change in responsibilities at work, change in work hours or conditions, trouble with boss, vacation). Another six can be indirectly associated with one's career. Stress at work is a common complaint among employees.

Stress in the Workplace

Unfortunately, the workplace is not an ideal community. People from varied backgrounds, with different value systems come under one roof to perform a task. In the service sector, like retail marketing, the employee is also in contact with a diverse group of customers. The daily interaction among employees and their customers is stressful. In order to maintain your health in this environment, it is necessary to know how to effectively deal with the people in your life.

Everyone comes into the workplace with his or her own priorities and attitudes. Recognizing that we are not all alike is one of the first things you can do to reduce stress. If you are having difficulty communicating or establishing a positive relationship with a fellow employee, it is best to handle the situation personally and directly. Possibly your co-worker does not realize that a problem exists. Be willing to be the first to acknowledge and address an uncomfortable situation. Honest and open communication is the best way to resolve a problem.

In addition to problems with co-workers, interactions with customers can be a source of stress. As a representative of the company, you embody the organization's policies and procedures. To its customers, you *are* the company. This relationship can make you the target of customers' complaints and ill-mannered behavior.

When a customer complains about a product or service, she or he is usually reacting negatively toward the business, not you personally. Although hard to remember when someone is being rude or even abusive, it is healthy to maintain this perspective. Sometimes, our first reaction when experiencing unkind treatment is to disclaim responsibility. Adopting the "It's not my job" or "It's not my fault" attitude is very tempting during tense moments. While tempting, this attitude should be avoided; it will only fuel the customer's anger and make the situation more stressful.

To reduce your own stress, as well as your customer's, acknowledge his or her concerns and apologize for any inconvenience experienced. Anything you can do or say to empathize with the problem will usually diffuse the situation. Saying something like "I know how frustrating it can be to bring an item home and not have it work. I'm sorry this happened and I'll be happy to exchange the item or refund your money" is much more effective than directing the customer to another department or service center.

Stress is least likely to evolve into distress when you feel that you are in control of a situation. In the above example, the salesperson had two choices: to exchange the merchandise or refund the customer's money. If the employee had no satisfactory alternatives to offer the client, the stress level would have increased. The more confident you are in your ability to handle a difficulty, the less distress you will experience, and the healthier you will be.

Another source of stress in the workplace is rooted in management. The best managers are those who ask for and value employees' participation. Good supervisors recognize that goals can be realized sooner when employees are included in the decision-making process. Unfortunately, not all managers practice good management. Supervisors and managers who are inconsiderate, inflexible, authoritarian, and oppressive not only cause poor employee performance, they invite stressful relationships. This stress can take its toll on employees' health.

If you have the unfortunate experience of being supervised by a poor manager, find support among your co-workers. Identify areas that need attention and present them, in a professional manner, to your manager. Teamwork provides support for employees and a healthy sense of community. Keep the channels of communication open, and remember the benefit of learning. The more you learn, the more marketable your skills. Education and training put you in control of your future. By taking advantage of new learning, you can find a place where your talent will be maximized.

Reduce Stress Through Time Management

As we mature, time seems to shrink. Overcommitted with personal, work, and family responsibilities, you may feel that there are just not enough hours in the day to accomplish all that there is to do. Sometimes stress is caused by inefficient use of time. Putting things off until the last minute, we procrastinate until we find ourselves rushing to complete a task. Although we might work well under pressure, waiting until the last minute usually produces less than optimum results.

By using our time more efficiently, we can reduce stress in our lives. Time should be an element that we control, not a force that controls us (fig. 1). Time management principles can help us accomplish this goal.

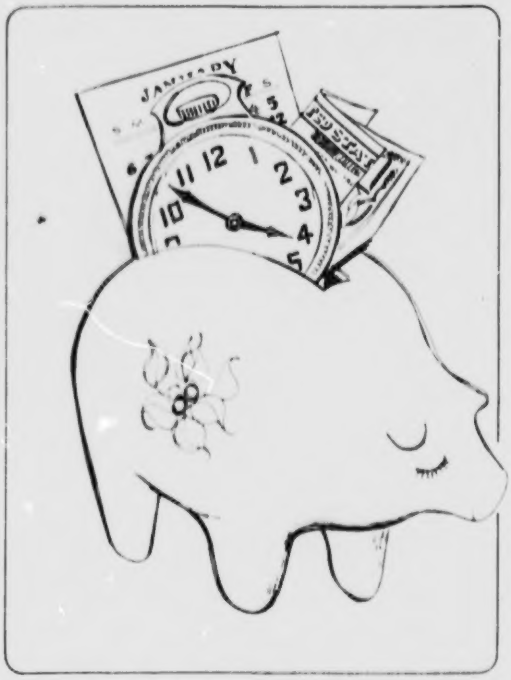

Fig. 1. Careful time management can help reduce stress.

Time management is a process that involves the three simple steps for a task: prepare to perform the task, perform the task, and put away the work. To illustrate these steps, let's look at the process of typing a simple business letter. In order to prepare to type a letter, you need to know the name and address of the recipient, the author, and the letter's content. In addition, you have to have the right tools: A typewriter or word processor, printer, and paper are required. You also need to have some knowledge of the final output, that is, what the business letter should look like. Typing skills are also helpful. Once all the preparatory work has been done, the letter is typed and mailed. Copies are forwarded to others concerned, and filing, if necessary, is completed.

In reviewing this example, you will see that the most time-consuming part of this process was the preparation. Preparation is usually the most detailed part of any job. It is important because it eliminates annoying interruptions and saves time later on.

In a busy environment, it is common to skip the preparation step and proceed right to the "perform the task" stage. Without the necessary information and tools, however, you cannot accomplish the job. Interrupting the project to find the address and load the paper in the printer delays the task and causes stress. You could have avoided the stress by using time management principles.

Time management requires that you look at all aspects of a job before you attack it. Most projects can be divided into the three easy steps given above. Using time management not only at work, but in other aspects of your life, can reduce your stress level.

Stress-Reduction Techniques

By being aware of potentially stressful events, you are better able to cope with them. Managing stress suggests that while you might not be able to change the event, you can control your reaction to it. Research has demonstrated that there are ways to reduce the impact of stress on your health.

Daily exercise and *proper nutrition* are two of the ways stress can be reduced. Pent-up frustration and anger are diminished when you exercise. Eating wholesome foods gives your body the nutrition it needs to safeguard itself from stress-related disease. Sports are another way to reduce stress. Exercise and sports use your body's reactions to stress in a positive, constructive way. They promote, rather than wreck, your health.

Another outlet for stress is *meditation*. By making time to reflect in a quiet, peaceful setting, we remove ourselves from the hustle and bustle of our environment. Meditating allows us to keep things in perspective; priorities become clear and attitudes become calm and positive. People have found that when they take even a few minutes out of their schedule to clear their thoughts of anxiety and worry, they can return to work more refreshed. The practice of meditation techniques is becoming common in today's hectic world.

Summary

Uncontrolled stress results in a multitude of illnesses and addictions. Heart disease, insomnia, high blood pressure, as well as alcoholism and drug use are all consequences of distress. You can avoid these problems by finding alternative outlets for stress buildup. In the workplace, open communication and teamwork can reduce tension. Exercise, sports, time management techniques, and meditation can also significantly reduce stress. Your efforts to control your stress level will translate into a happier, healthier life.

Questions

1. What is stress?
2. How can distress affect you physically?
3. What are three of the causes of stress in the workplace?
4. What are the three steps of time management, and how can using time management reduce stress?
5. List three activities that can reduce stress.

Activities

1. Identify two causes of stress in your life. Why are these events stressful? Do you suffer physical symptoms that you think are related to these events? Explain what you could do to reduce the stress level of these events.
2. Poor management causes employee stress. If you have had the experience of working with a poor supervisor, discuss why the situation was stressful and how this stress affected the employees. What could have been done to reduce this stress?
3. Use the three steps of time management to accomplish one of the next projects that you are assigned (either at school, home, or work). Did you approach the task in a new way? Report your findings.

SECTION VII.
CREATING OPPORTUNITIES

18: You and Management
19: Creating Your Own Success

18

You and Management

Objectives: After completing this assignment, you will be able to—

1. *know the personnel responsibilities associated with management;*
2. *discuss motivation and the way it affects an employee's performance;*
3. *recognize management's role in preventing discrimination and harassment in the workplace;*
4. *know the purpose of the employee performance review;*
5. *identify how employees are compensated for their work;*
6. *describe the employee's responsibility to management; and*
7. *explain why productivity and the concept of work simplification or work improvement are important.*

Successful companies are comprised of employees who share one goal: to make the business profitable. Determining how this goal is attained is the primary responsibility of the company's management. This responsibility leads management to assume a key role in all personnel issues that affect the organization. These issues include hiring the right individuals to do the job, training staff members to accomplish their work, motivating personnel to perform each task efficiently, creating a safe and healthy environment where employees can work, evaluating employees' performance, and compensating workers for a job well done. Since businesses are made up of people, and their profitability is based on the productivity of each employee, personnel issues are the most important aspect of a manager's job.

Hiring

Management's involvement in hiring begins with an assessment of the work that needs to be accomplished. This assessment examines individual tasks and the sequence in which they are performed. From this research, management develops procedures or guidelines that explain how the work will be accomplished and what the final product will look like. Once these are established, the right person must be found who can follow the procedures and complete the work. Without the right person, the job can't be done.

A job description results from the procedures that management has established. This summary of the guidelines is a description of management's expectations. Prospective employees can read it to find out the skills and experience required to perform the work.

Having developed a job description, management seeks to find the right employee. Through advertisements in the local newspapers and word of mouth, individuals find out about the position and apply for the job. Management screens applications to determine whom they want to interview. Interview times are arranged, and from a pool of applicants, the right person emerges. A job offer is made and, if it is accepted, the right person is employed.

Training

Training ensures that the new employee becomes familiar with each task, the way the task is accomplished, and the sequence in which the tasks are performed. It is the responsibility of management to make sure that the employee knows what to do and how to do it. The employee must accept the responsibility of learning the work. Without proper training and a willingness to learn, the employee will have trouble performing successfully.

MANAGEMENT PROFILE: Sue Geigel

What characteristics do you look for in entry-level employees?

We look for individuals who possess flexibility, a high energy level, a willingness to learn the job, and the ability to work with people. For me, one of the things that illustrates these characteristics is the person's outside activities.

What characteristics do your best employees possess?

Our best employees demonstrate the same characteristics that we look for in our entry-level people. They have a high energy level and get along well with our customers and other employees. Our best employees also possess leadership skills: they are the first to offer to help others.

What work habits do you find most productive?

One of the most productive work habits our employees can demonstrate is the willingness to learn new tasks. Once this learning is accomplished, the willingness and ability to train other employees are very valuable.

What unproductive habits do you frequently have to correct?

Laziness is a very unproductive habit. Occasionally, we also encounter an employee who is uncooperative on the job. In these situations, we attempt to find out what is causing the negative behavior and try to correct it.

Describe your training program.

Our one-on-one training involves the buddy system, in which an experienced employee assumes responsibility for training the new hire. New employees are first shown a videotape. After this exposure, the trainee watches the experienced employee perform the task. This effort is followed by the new employee demonstrating the task to the trainer. Buddies stay together until the new hire thoroughly knows the station. After training, the new employee is expected to perform the job on his or her own. If any questions arise, there is always a crew chief or manager available to help.

How are your employees evaluated?

McDonald's uses a six-month performance review that evaluates seven performance categories. These include the employee's energy level, productivity, and willingness to learn. The employee achieves one of four ratings in each performance category.

What kind of promotional opportunities do you offer?

All promotions come from within the organization. Entering the company as a crew member, the employee has an opportunity to advance to trainer, chief, service manager, second assistant, first assistant, and store manager. Having achieved the level of store manager, the employee can progress to a supervisory position where he or she manages four stores. Following this, an operational manager position is available and, finally, store ownership could be an eventual goal.

From an interview with Sue Geigel, Manager's, McDonald's, Austin, Texas.

Motivating

Motivation involves defining what causes a certain behavior and then using the identified motive to make sure the behavior happens consistently. Suppose you would do just about anything to drive your parent's car—even clean your room. Being allowed to drive the car would be a motivation for cleaning your room. Similarly, suppose you will be punished if you don't clean your room. The threat of punishment can also be a motivation. Usually, positive motivation has a longer-lasting effect and provides better results than punishment. Positive motivation is frequently used to motivate people to do their jobs.

What kinds of positive motivations does management use? Money, in the form of salary and bonuses; good working conditions; advancement opportunity; the chance to work with others toward a goal; recognition for a job well done; challenging work; and the example of the management team itself—these are among the motivators used in business. These are the things that move employees to do a job to the best of their ability.

Managers usually use a combination of these motivators to get the job done right. Motivation is unique to each individual. What makes you work hard might be recognition and challenge, while I may be motivated by promotional opportunities and salary increases. Each of these is a valid reason to work. But what if the manager offered you a promotion, but never told you that you did a good job, and gave me public recognition, but did not reward me with additional income? Would each of us be satisfied? Probably not. Motivation is personal, and in order to use motivational tools effectively, managers must know their employees personally. Knowing each employee enables management to maximize the use of motivators and ensure that each employee is working hard to achieve profitability.

Management as Role Models

In addition to using rewards, a company's management can provide motivation by positioning themselves as role models in the organization. We all like to see people succeed. If someone, especially someone we know, has achieved success, the success seems more attainable for us personally. The "If they can do it, I can do it" philosophy can motivate us to achieve.

Management personnel are usually successful employees. They have reached a level of responsibility through hard work and dedication to the business. In order to advance in the company, new workers are likely to model their behavior. Management is responsible for demonstrating the characteristics that the employer values. If a company wants excellence from its employees, excellence must first be evident in the company's management.

In order to be perceived by other employees as role models, a company's management must generate decisions from a strong ethical base. The standards used in the decision-making process, and the behavior demonstrated by managers, must reflect high moral values. This means that management has the responsibility to act with honesty and integrity when pursuing the company's goals and implementing its policies.

Management personnel are role models for every employee that joins the organization. Their attitudes and work standards are eventually reflected in the work of each employee. Good management translates into good employees.

Creating a Safe and Healthy Environment

In order to work efficiently, we need to know that we are safe. Management must ensure that each employee has a safe environment in which to work. This means a building that is clean and uncontaminated by pollutants and disease, and an atmosphere that is free from any kind of discrimination and harassment. Additionally, management should strive to create a work environment that helps employees feel good about themselves and the work they perform.

In the United States, most companies provide a safe and clean place to work. Employees are not usually subjected to crowded, unsanitary working conditions. But just as in our society discrimination and harassment have not been eliminated, these issues remain in the workplace. Management's responsibility is to create an environment where employees are not discriminated against because of race, sex, religion, or ethnic background. Not only does discrimination negatively affect workers' ability to do a job, *it is illegal.*

Harassment is an attempt to torment an individual through repeated remarks or physical contact. Harassment can be verbal, physical, mental, or sexual. *Like discrimination, sexual harassment is illegal.* But any type of harassment obstructs an employee's work and destroys a positive working atmosphere for everyone involved.

It is your right to work in an atmosphere that is free from discrimination and harassment. Management's responsibility is to swiftly deal with any incidents of discrimination or harassment and make every effort to totally rid the workplace of their influence.

Your best work will be accomplished in a business that values safety, cleanliness, and a wholesome atmosphere. Knowing that you are physically and emotionally safe allows you to concentrate on your job and maximize your talent. The role of management is to create and maintain an environment where you can excel at your job.

Productivity and Work Simplification

Customers, management, and you as an employee are all affected by the concept of productivity on the job. Productivity compares the cost of doing something to what is gained by doing it. For example, if it costs the company $5 for you to do something, then it is more productive to do it that way than in a way that would cost the company $6.

As a customer, you are interested in high productivity. You don't want to pay extra when you buy a new item of clothing because the sales associate wasted so much time that the company had to pay more to get things done. If you were in management or owned the store, you would become keenly aware of low productivity, because the resulting high costs could drive customers away. As an employee, you need to be highly productive in order to please customers, management, the owners, and, in fact, yourself. It usually doesn't feel good to be the least productive person around.

In order to motivate employees to be more productive, or efficient, management often tries to improve the way jobs are done. This effort is called either work improvement or work simplification. Employees are expected to do certain jobs in specific ways that have been proven to be the most productive. However, there are also situations in which employees will be expected to study and improve the way they do specific jobs. Improving a job to make it more productive is called work simplification. Usually, it involves studying all the steps in doing the job, then finding ways to improve, reorganize, or even eliminate steps. Many companies have work improvement or work simplification programs. (This concept is explained more completely in *Business and Personal Management,* a manual for the second year of Marketing Education from Educational Resources–EIMC, the University of Texas at Austin.)

Evaluating Performance

Performance evaluations are designed to give employees feedback about how they are accomplishing their work. These evaluations are conducted either once or twice a year and are intended to review an employee's skill level, attitude about work, work habits, and leadership qualities. Evaluation time also provides management an opportunity to decide on individual work-related objectives for the next six to twelve months.

The performance evaluation is tied to your job description. That's why knowing what's expected of you, as soon as you are hired, is so important. Standard items that are rated on the evaluation include attitude, cooperation, communication, punctuality, attendance, and flexibility. A typical performance evaluation might look like the one on the following page.

It is to be hoped that management will not let poor work habits go without correction until you are evaluated. In a healthy management/employee relationship, there is ongoing discussion about the most efficient way to do a job. Corrections and adjustments are best made at the time they are noticed, not delayed until evaluation. The review period also provides employees an opportunity to discuss issues that affect their performance. Positive and negative aspects of the job should be openly discussed.

Employee Performance Evaluation

NAME ____________________ TITLE ____________________

Evaluation Period ____________________ Manager ____________________

Performance Checklist	Expectation Levels		
	Exceeds	Meets	Needs Improvement
1. Observance of work hours			
2. Attendance			
3. Grooming and dress			
4. Safety practices			
5. Interpersonal relations			
6. Job knowledge			
7. Planning and organizing			
8. Job skill level			
9. Quality of work			
10. Volume of acceptable work			
11. Meeting deadlines			
12. Accepts responsibility			
13. Accepts direction			
14. Appearance of work area			

Record of Job Strengths and Accomplishments ____________________

Record of Specific Goals to be Accomplished ____________________

Record of Work Performance that Needs Improvement and Outline of How Improvement will be Accomplished ____________________

Comments: ____________________

____________________ Employee Signature

____________________ Date

____________________ Manager Signature

____________________ Date

Ms Hinojosa

Fig. 1. Performance evaluations give employees feedback on how well they are doing their jobs.

The main function of the performance evaluation is to recognize those activities that you do well and offer you suggestions about how to improve. In many companies, these reviews are also related to merit increases and promotions. A merit increase suggests that you have done well enough to deserve a raise in salary or wages. Merit increases are not automatic; the quality of your work determines whether or not the increase is awarded, as well as the amount of the award.

At the conclusion of the performance evaluation, goals are usually set for the next several months. New responsibilities and skills may be added to your current job description. This is a compliment: it means you are succeeding in your job and advancing in your career. If there are areas that require attention, management will expect you to take action to improve any areas that did not meet expectations.

Performance evaluations are not intended to be threatening or intimidating. You, more than anyone else, should have an idea of how well you are doing. If you have maintained a positive relationship with your company's management, this time can be used to objectively review what you have accomplished, what you need to do a little better, and what opportunities lie ahead. If things are not perfect, try to resolve any differences that you have with your supervisor. This can clear the way for a better review the next time.

Compensation

In order for employees to work their best, they must feel that they are being fairly compensated for their performance. Full-time employment requires that an individual spend a minimum of 40 hours per week on the job. Part-time employees usually average 20 hours per week. Because we spend this much time at our work, we expect to get paid for our efforts. The payment we receive is termed "compensation."

Hourly wages and salary represent standard methods used to compensate workers. Hourly wages are based on the number of hours worked; salary is based on annual earnings divided into pay periods. Other forms of compensation include commissions, bonuses, and tips. In addition, employees may be compensated with employer-paid benefits such as vacation, health insurance, holidays, retirement plans, and profit sharing.

Your wages or salary are negotiated when the job offer is initially made. Wages for many entry-level positions are set at one level, then may be reviewed for increase after a probationary period has expired. Probationary periods allow the company's management to determine whether you fit in with the organization and have the skills required to do the job. These usually last three to six months. Once the probationary period has expired, increases in earnings will be based either on merit raises or cost-of-living adjustments. Cost-of-living increases are intended to make up for earning power lost because of inflation. These are not automatic; they are related to the national economy.

In most cases, the pay associated with a job reflects the experience, education and training, and amount of responsibility required by the position. For example, the annual wages for an entry-level mechanic will be lower than the salary for a newly certified accountant. Other factors may also affect earnings. For instance, locale affects earnings. Typically, workers in the western United States make more money than their counterparts in other areas of the country. Also, workers that are unionized (for example, the United Auto Workers) command higher wages than those who are not. All of these factors influence how much you will earn.

A company's management determines the appropriate pay scale for each of the positions in the organization. Usually, entry-level earnings, as well as potential earnings, will be established by management. For example, the salary for an entry-level retail sales position might start at minimum wage. Depending on the employee's performance, this salary could reach a maximum of $8.00 per hour. Knowing the earning potential for their particular occupation allows employees to set realistic financial goals for themselves and their families.

Benefits add value to your wages or salary. A company's management recognizes the importance to employees of health insurance, vacation time, sick leave, and a retirement plan. Management should be able to explain what each of these means to you as an employee.

Summary

Management's primary role in any business is to ensure the profitability of the organization through the productivity of its employees. This is accomplished by hiring the right individuals to do the job, training staff members to accomplish their work, motivating them to perform each task efficiently, creating a safe and healthy environment, evaluating employees' performance, and compensating workers for a job well done. Management also has the responsibility of modeling the behavior that is expected of each employee.

Your relationship with your company's management will define how you succeed at your job. Just as it is management's responsibility to train you, your responsibility is to learn as much as you can and use the learning on the job. Just as management is responsible for creating a safe and healthy environment, your responsibility is to maintain the environment by respecting your co-workers. Just as it is management's responsibility to fairly compensate you for your labor, it is your responsibility to earn each dollar by concentrating on your job and making a maximum effort.

Successful companies are made up of successful people. Doing a good job forwards the goals of the company's management and furthers your personal and career advancement.

Questions

1. Why are personnel issues the primary responsibility of a company's management?
2. Define *positive motivation*, and state why it is more effective than punishment.
3. Discuss management's role in regard to discrimination.
4. Define *harassment*.
5. Why are employee performance reviews important?
6. Identify the different ways that a company can compensate its employees.
7. List an employee's responsibilities to management.
8. Explain why management is concerned with productivity.
9. Explain briefly what work simplification is.

Activities

1. Interview the manager of a local business. What are his/her responsibilities? How does she/he motivate the company's employees? Report your findings.
2. Survey three local businesses to find out their compensation policies. What is the entry-level starting salary at each company? Do they offer any type of health and/or dental insurance? What are their sick leave and vacation policies? When are employees reviewed for merit raises? Report your findings.

19

Creating Your Own Success

Objectives: After completing this assignment, you will be able to—

1. *explain how your competence, potential, and attitude influence your ability to succeed;*
2. *describe what it means to be competent;*
3. *discuss how potential is recognized on the job;*
4. *discuss ways in which your attitude is observed; and*
5. *explain the 10-percent theory.*

In the marketplace, you are competing with millions of other job seekers. You have to stand out to get hired. Once employed, you are competing with other employees to get ahead. Career advancement hinges on your capacity to be positively perceived by both co-workers and management. Standing out means that you have exceeded the expectations of the company's management. Even better, you may exceed expectations that you have set for yourself. We have already discussed the steps necessary to get hired; now we will concentrate on how to stand out and be recognized on the job.

From your very first moment on the job, you are being critiqued. Co-workers and customers are watching you in order to assess your competence, potential, and attitude toward your job. You demonstrate competence by using your training experience to perform each task correctly. Your potential is revealed by asking questions and embracing responsibility for your work. Attitude is expressed in how you serve your customers, treat your co-workers, and respond to management. Your attitude is also reflected in the quality of your work.

Competence

Competence requires first that you know the job. It is necessary for you to be familiar with each task and the sequence in which the tasks are performed. In order to be recognized for your work, you need to think about perfecting each of the skills required for the job. You also need to organize your work so that you can use the skills efficiently.

Good organizational skills are critical to competence. The disorganized employee spends a good deal of time and energy just keeping up with a moderate work load. If you are organized, you can complete each task and usually have time left over. Because organization requires that you plan for each day's work, it is first necessary that you *anticipate* each on-the-job task. Thinking ahead is crucial to good organization.

When you are first trained, someone demonstrates each task and the sequence of the steps involved (fig. 1). If you are in an informal learning situation where you are working with a co-worker, start the day by asking what you are going to learn and what you will be expected to do after the learning is completed. As you progress during the day, make sure you stay on track. Ask questions to determine whether you are learning what was planned and making good use of your time.

Competence is demonstrated by thoroughly knowing the job and each skill required to do it. You meet expectations for competency if you can complete your job tasks, by yourself, within a reasonable amount of time.

Exceeding expectations means that you can do this and more. You know your job, but you also have a firm idea of how your co-workers accomplish their work. You can even pitch in and assist them if the business is short-staffed. Exceeding expectations means that your perspective is not limited to just your role in the company, but includes how others contribute to get the job done.

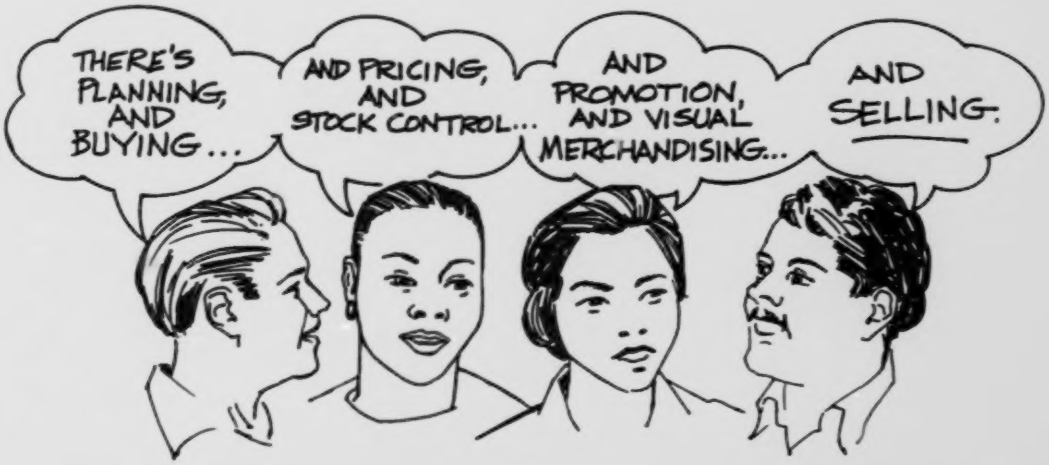
THERE'S PLANNING, AND BUYING...
AND PRICING, AND STOCK CONTROL...
AND PROMOTION, AND VISUAL MERCHANDISING...
AND SELLING.

Fig. 1. You should be familiar with each task and the sequence in which tasks are performed.

Potential

When you become more competent in your work, you know not only how to do the job, but also why each task is performed. You have an idea of how your work dovetails with everyone else's to form the final product. The person who stands out on the job usually has a better-than-average idea of the importance of her or his role and its relationship to the goals of the company.

When your have grasped all aspects of your job, you are in a position to anticipate the day's work load, plan for anything new that you want to accomplish, and set some goals. Because organizing allows you to plan, your time can be better managed. Not bogged down with simply getting the job done, you may be able to think of a better method of doing the job. Generating new ideas that lead to better performance leads to personal recognition. It also demonstrates your potential to get the job done quickly and efficiently.

To strengthen and develop your abilities, you need to take advantage of any learning opportunities available. Learning increases your knowledge and provides new insights. To co-workers and company management, your eagerness to learn suggests that you are enthusiastic enough about your work to spend personal time finding out about it. Learning also prepares you for new responsibilities as they present themselves.

If you have the potential to do something, you need to recognize the capacity and make sure you develop it. Exceeding expectations means investing in yourself to make sure that your potential is maximized.

Attitude

Whether you are prepared to develop your potential is determined in large measure by your attitude. Attitude can be defined as how you look at yourself, your life, and the world around you. On the job, your attitude can be gauged by how much care you put into your work. Do you value your customers, respect the company, and acknowledge the worth of your co-workers? Do you like yourself enough to let others respond to you? Many times, attitude can be more important than either competence or ability. People, especially managers, like to work with others who display a healthy, positive attitude.

Attitude is also expressed in the way an employee assumes responsibility for the company. This includes accepting responsibility for one's own work, the work of fellow employees, company policies, and management decisions. Today's companies want their employees to represent the organization positively. This means treating the company as though you owned it.

In a retail or customer service position, it is very easy to adopt an "It's not my job" attitude. Consider the following scenario: A customer comes to you looking for an item that you know is in another department. Do you (1) tell the customer that you are sorry, but it is not in your area, (2) give directions to the right place, or (3) lead the customer to the item, make sure he or she connects with a salesperson, and confirm that he/she has everything needed? Your attitude toward your job—whether you want to meet or exceed expectations—would dictate which of the options you choose.

Positively representing the organization means that you take total responsibility for the customer. You make sure that the customer is totally satisfied and leaves feeling good about the business. This is what is meant by assuming an attitude of ownership. The company you work for is *your* company.

Another common pitfall found in the workplace is gossip. Employees tend to talk about each other, management, customers, and company policies. When these discussions serve no good purpose, they can be defined as gossip. Gossip is destructive. Relationships can be damaged, reputations destroyed, and customers lost because of this behavior.

When you encounter gossip, it is best to try to stop it. Suggest that if the people gossiping have a problem with another employee or with the management, they discuss the situation with the person directly. If this is too difficult, at least remove yourself from the conversation. By not participating in any gossip, you demonstrate a fair and respectful attitude toward your co-workers and the company.

Usually, people who are recognized in their jobs want to be noticed. They want to get ahead and know how to accomplish this goal. They also know what is valued by management. Those who stand out have identified the characteristics and skills important to their bosses. They recognize that if their supervisor is professionally dressed, they, too, need to look professional. They know that if the boss is early every morning, they should be at least punctual. They know that if exceeding sales quotas is highly valued by the organization that they had better sell more than anyone else.

Identifying what is important to management will help you to exceed expectations. And exceeding expectations guarantees that you will stand out on the job.

Opportunities Abound

In the workplace, you never know when an attractive opportunity will arise. Any number of changes can affect your career: Employee turnover, company reorganization and mergers, changes in technology, changes in economic conditions, new products, and new markets can have a dramatic impact on your job.

When a business experiences a turnover in a senior position, it is likely that the vacancy will result in the promotion of an existing, lower-level employee. If you have made an effort to stand out by exceeding management's expectations, you are a likely candidate for the job. Internal promotions are the easiest way to move ahead in your career.

In today's corporate climate, reorganization and company mergers happen frequently. Sometimes, these mergers result in layoffs because employees are performing duplicate work. But in some cases, new positions are created. Maintaining an idea of the "big picture" puts you in a position where you can take advantage of new opportunities.

New technologies are introduced in the business community before they appear anywhere else. Computers were first used in business to increase efficiency, and telecommunications systems like video-conferencing are currently used to improve communications. Because technology changes the way we operate, we need to anticipate its arrival. Sometimes we can prepare for new technology by learning about a system before it is installed. If this is not possible, we can at least demonstrate a receptive attitude once it arrives.

On the job, the best employees are the ones who embrace rather than resist a new system or new method of operation. Learning what's required to make a new system work, then exhibiting an open and flexible attitude, is important not only to the company's success, but to your personal advancement.

Like the introduction of new technology, new products and new markets necessitate that employees learn more about their jobs. Product knowledge is essential in any business, but especially in a retail or customer-service job. You have to know what you are selling in order to sell it effectively. Markets indicate where and to whom the company's products are being sold. Knowledge of your potential buyer is just as valuable as your product knowledge. You have to know your customers in order to accommodate their needs.

Learning about the products that your company offers and the customers whom you are serving makes you a valuable employee. It also increases the likelihood that your sales and service efforts will be successful, thus ensuring that you stand out on the job.

The 10-Percent Theory

Meeting expectations on the job means that you are giving a maximum effort to your work. If you are working at an entry-level retail position, meeting expectations suggests that you are falling within the normal range of employee activity and fulfilling all the responsibilities outlined on your job description.

Standing out means that you not only do your job well but take action to learn more, assume additional responsibility, and display an enthusiastic, positive attitude toward your work. The 10-percent theory proposes that you can exceed expectations by giving just 10 percent more effort to your job. You may be selling more, providing better customer service, displaying more flexibility, or taking on more responsibility. With only 10 percent extra effort, you have made yourself extraordinary, and this behavior is observable by others. At all levels of your career, if you commit yourself to only 10 percent more than the required effort, you will stand out above the crowd and exceed not only management's expectations but, more importantly, your own.

Summary

Three levels define to what extent you are succeeding in your job. You are either meeting, exceeding, or not meeting expectations. Meeting expectations means that your are giving the required effort to the job and fulfilling all the responsibilities outlined on your job description. Exceeding expectations suggests that your work reflects effort that goes beyond what is required. At this point, you are putting forth your best work and functioning at a level higher than anticipated. Not only management, but co-workers—and you yourself—will be the judges of your success. Your competence, potential, and attitude stand out when you begin to exceed expectations.

Questions

1. What three characteristics influence your ability to stand out on the job?
2. Explain the 10-percent theory.
3. When has a worker achieved and demonstrated competence on the job?
4. How is learning related to maximizing your potential?
5. Why is your positive attitude important to a company's management?

Activities

1. Visit a retail store, and observe how one of the sales assistants relates with a customer. How do the actions of the employee demonstrate his or her attitude toward the job? Note and explain why you would rate the employee as meeting, exceeding, or not meeting expectations.
2. Take a look at your skill inventory. If you are working now, identify the skills that increase your competence on the job. If you are not yet employed, what skills are you developing to increase your potential?
3. Describe ways you can use the 10-percent theory at school, on the job, and in your life.

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Of Special Interest

Mathematics: Essential to Marketing. The 34 assignments in the Student's Manual (DE 116 S) cover math from addition and subtraction through ratios and equations used by management to judge success of a business. A Teacher's Guide (DE 116 C) includes practice problems to be copied, answers, and other features.

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PREPARING TO SUCCEED IN MARKETING

Answer Book / Teacher's Guide

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Preparing to Succeed in Marketing

Answer Book/Teacher's Guide

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964: EXECUTIVE ORDERS 11246 and 11375; TITLE IX 1973 EDUCATION AMENDMENTS: REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulation by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs of activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Foreword

For a number of years Educational Resources has published a series of *YOU* manuals for individualized instruction. They addressed the foundational skills needed by all students planning to begin a vocation by starting on a first job. The latest in the series is *YOU: A Guide for the Personal Development of Young People,* and it is still available for general use.

However, a year ago it became obvious that a new publication directed at the needs of students planning to go into marketing would be well received. It was clear that many of the foundational skills in the national curriculum framework, as well as many of the essential elements for Marketing Education I, could best be addressed by a publication designed for individualized instruction. This approach makes it easier to weave instruction on these topics into this busy course. At the same time, teachers might select some subjects for classroom presentations.

The *Curriculum Guide for Marketing Education I* features a correlation chart telling how *Preparing to Succeed in Marketing* fits the course. However, even a quick reading of the Contents page will provide students and teachers an overview of what is considered important.

In addition to the correlation chart found in the *Curriculum Guide for Marketing Education I,* a crosswalk was developed to show the correlation of the assignment objectives to the competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS). This crosswalk, located in the accompanying Answer Book/Teacher's Guide, provided an opportunity for marketing educators to first understand and then integrate the foundation skills and workplace competencies associated with high-skill, high-wage jobs into marketing education curriculum development and application in the classroom.

Preparing to Succeed in Marketing was developed by Marybeth Gavin of Austin. Ms. Gavin also wrote the 1991 Educational Resources publication *Tourism and Hospitality Marketing,* which reflects interviews with people in marketing, as well as additional research. Gary Foster is also due credit, because much of the content comes from the *YOU* publication he wrote for Educational Resources in 1982. He has also written one of the manuals in EIMC's new series for co-op students in entry-level supermarket jobs.

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Credit is also due to other members of the Marketing Education Curriculum Advisory Task Force. Initial planning for this and other materials began with the August 1991 meeting of the MECATF group. For 1991–92 they include all the Project Advisory Committee members plus these ME teachers: Fran Gore, Brenham High School; Nelda Shipp, Mineola High School; Sheryl Lynn Nelson, Tuloso-Midway High School, Corpus Christi; Chris Huffman, Brady High School; Kris Gossom, Wichita Falls High School; and Sandra Telles, Coronado High School, El Paso.

The Center also recognizes with sincere appreciation Berry Sullivan, State Director of Marketing Education, and Emmett Eary, both of the Texas Education Agency, Austin, for their guidance and support of this project.

Using *Preparing to Succeed in Marketing* for Independent Study and for Classroom Instruction

Preparing to Succeed in Marketing focuses on foundation skills needed by students who plan to go into marketing. It is based on a previous Educational Resources—EIMC publication, *YOU*, but has been expanded significantly to address essential elements for students in the first Marketing Education course.

The assignments can be used as the basis for class instruction. To assist in that approach, objectives for each assignment are given in the first part of the book. In addition, a number of assignment objectives are applications of the foundation and/or workplace competencies addressed by the Secretary's Commission on Achieving Necessary Skills (SCANS). This information is provided in the crosswalk chart beginning on page 2, with a list of the SCANS Competencies and Skills on page 6.

Teachers may also want to use some or all of the assignments for individualized instruction. The answer key will facilitate that approach.

Because the content applies equally well to all marketing occupations, this Answer Book/Teacher's Guide does not include features of other publications in this series, such as task lists and sample training plans. A teacher-coordinator for a co-op class will also find the other publications useful.

Assignments and Objectives	SCANS Competencies
1: Staying Healthy: The Role of Exercise, Fitness, and Diet	
1. list five simple health care rules;	C-5: Information
2. explain the meaning of true physical fitness;	C-5: Information
3. cite three things to do to improve physical fitness;	C-5: Information
4. explain the benefits of daily exercise; and	C-5: Information
5. list the four ways the food you eat affects you.	C-5: Information
2: Staying Clean and Maintaining Your Teeth	
1. explain why you should bathe daily;	C-5: Information
2. discuss how and why to use soap;	C-5: Information
3. explain how deodorants can help you;	C-5: Information
4. explain the concept of preventive dentistry;	C-5: Information
5. describe plaque, and explain its role in tooth decay; and	C-5: Information
6. explain the correct technique for brushing and flossing teeth.	C-5: Information
3: Grooming Your Skin, Hair, and Hands	
1. explain the causes of skin problems common to young people;	
2. describe the purpose of makeup;	
3. tell why your hair needs shampooing;	
4. recognize a scalp problem that requires a dermatologist;	F-9: Problem Solving
5. know how to choose a good hairstyle;	F-8: Decision Making
6. list four general rules to follow when you shave; and	
7. explain why it is important to groom your hands properly.	
4: Selecting and Caring for Your Clothes	
1. describe casual, business, and formal clothing;	
2. explain what to do if you are not able to buy the clothes you need for work;	C-13: Negotiates
3. explain why natural fabrics are more expensive than synthetic fabrics;	
4. describe what to look for when you want quality clothing;	C-5: Information
5. explain the effects of throwing clothes on the floor;	
6. name the benefits of washing your clothes in cool water;	
7. take an inventory of your wardrobe; and	C-5: Information
8. develop a plan to improve your wardrobe.	F-9: Thinking Skills
5A: Planning Your Wardrobe (for Young Men)	
1. explain why you should not wear the same clothes for every occasion;	
2. give two benefits of wearing the appropriate clothes;	
3. list examples of casual, sport, business, and formal occasions;	
4. explain the importance of choosing proper sport shoes;	
5. develop a plan for a proper business wardrobe; and	F-9: Thinking Skills
6. explain why people in different jobs dress differently.	C-5: Information

5B: Planning Your Wardrobe (for Young Women)

1. explain why you should not wear the same clothes for every occasion;	
2. give two benefits of wearing the appropriate clothes;	
3. list examples of casual, sport, business, and formal occasions;	
4. explain the importance of choosing proper sport shoes;	
5. develop a plan for a proper business wardrobe; and	F-9: Thinking Skills
6. explain why people in different jobs dress differently.	C-5: Information

6: Your Personality

1. explain how to create a better self-image;	F-14: Self-Esteem
2. define the three types of personalities discussed; and	
3. list personality traits and their attributes.	

7: Your Image: Choices That Influence How Others See You

1. define and describe the key to social awareness;	
2. explain the correct ways to make introductions;	F-6: Speaking
3. cite the consequences of smoking;	
4. explain drinking as it relates to your lifestyle;	
5. describe various drugs and their effects on the body;	
6. explain the effects on your career of breaking laws; and	F-17: Honesty/Integrity
7. explain why a good job record is important.	F-17: Honesty/Integrity

8: How You Relate to Others

1. recognize how your voice influences your ability to communicate with others;	F-6: Speaking
2. know how to improve your word power;	F-6: Speaking
3. name a few things that make a good conversationalist;	F-6: Speaking
4. explain which relationships can be the most difficult;	C-9: Working as a Team
5. describe the benefit of having friends who are different from you; and	C-14: Cultural Diversity
6. identify the solution to most problems in human relations.	

9: Goals for Your Career

1. explain how a career helps develop individuality;	
2. list eight guidelines for setting goals;	F-16: Self-Management
3. explain the importance of goals to a career;	F-16: Self-Management
4. explain how futures are shaped;	
5. explain sources of conflict;	C-9: Working as a Team
6. decide who or what has the greatest impact on your morals and ethics; and	F-17: Honesty/Integrity
7. write a paragraph about how your goals, beliefs, and activities will shape your future.	F-2: Writing

10: Where Are You Now?

1. identify the parts of a personal inventory;	C-5: Information
2. discuss how academic and vocational education prepare a student for the workplace;	C-5: Information

3. define how personal characteristics affect job performance;	F-13: Responsibility
4. discuss the value of knowing what skills you have to offer an employer; and	F-14: Self-Esteem
5. identify aptitudes, and explain how they can be used to reach potential.	F-11: Knowing How to Learn

11: Your Resumé

1. define the purpose of the resumé;	C-5: Information
2. identify the standard parts of a resumé;	C-5: Information
3. know how to use "action words" in a resumé;	F-2: Writing
4. discuss the purpose of personal and business references;	C-5: Information
5. explain the benefit of a cover letter; and	C-5: Information
6. construct a resumé.	F-2: Writing C-6, 7, 8: Information

12: The Interview

1. state the purpose of a job interview;	C-5: Information
2. describe how to create a professional impression during an interview;	F-14: Self-Esteem
3. list ten commonly asked interview questions;	C-5: Information
4. outline four questions to ask during an inteview;	F-2: Writing
5. discuss the purpose of a thank-you letter to the interviewer; and	C-5: Information
6. describe how to gracefully exit a job.	C-5: Information

13: What's Expected on Most Jobs

1. define what is meant by a company's "culture";	C-15: Systems
2. understand the importance of punctuality;	F-13: Responsibility
3. discuss how to select appropriate work attire;	F-8: Decision Making
4. describe how organizational skills help get a task accomplished;	C-1: Allocates Time
5. explain why courtesy is essential in the workplace; and	F-15: Sociability
6. explain what can be expected during the first week, the first month, and the first six months on the job.	C-15: Systems

14: How Jobs Become Careers, and Why You Shouldn't Stop Learning, Ever!

1. discuss the value of lifelong learning;	F-11: Knowing How to Learn
2. list what type of schools sponsor continuing education and training programs;	
3. know what to look for in a technical training program;	F-11: Knowing How to Learn
4. describe educational funding options; and	
5. explain how skills are learned on the job.	F-11: Knowing How to Learn

15: Communicating on the Job

1. explain how communication skills influence your ability to succeed in your career;	C-5: Information
2. discuss how to listen attentively;	F-5: Listening

3. describe the importance of words and your use of them;	F-6: Speaking
4. state how messages are conveyed nonverbally;	F-5: Listening F-6: Speaking
5. describe the standard formats for business memos and letters; and	F-2: Writing
6. list the ways in which written correspondence is used on the job.	F-2: Writing

16: Managing Your Money

1. explain the importance of budgeting;	C-2: Allocates Money
2. prepare a weekly and a monthly budget;	C-2: Allocates Money
3. summarize points about saving;	C-2: Allocates Money
4. list the terminology used on a payroll voucher; and	
5. explain buying on credit.	C-2: Allocates Money

17: Stress Management

1. define *stress*;	
2. discuss the effects of distress;	
3. explain the causes of stress in the workplace;	C-1: Allocates Time C-2: Allocates Money C-3: Allocates Material C-4: Allocates H. Res.
4. define *time management*, and explain how it can reduce stress; and	C-1: Allocates Time
5. describe activities that can reduce stress.	C-1: Allocates Time C-2: Allocates Money C-3: Allocates Material C-4: Allocates H. Res.

18: You and Management

1. know the personnel responsibilities associated with management;	C-4: Allocates Human Resources
2. discuss motivation and the way it affects an employee's performance;	C-12: Leadership
3. recognize management's role in preventing discrimination and harassment in the workplace;	C-14: Cultural Diversity
4. know the purpose of the employee performance review;	C-15: Systems
5. identify how employees are compensated for their work;	C-15: Systems
6. describe the employee's responsibility to management; and	C-15: Systems
7. tell why productivity and the concept of work simplification or work improvement are important.	C-1: Allocates Time

19: Creating Your Own Success

1. explain how your competence, potential, and attitude influence your ability to succeed;	F-14: Self-Esteem F-16: Self-Management
2. describe what it means to be competent;	F-14: Self-Esteem F-16: Self-Management
3. discuss how potential is recognized on the job;	C-15: Systems
4. discuss ways in which your attitude is observed; and	
5. explain the 10-percent theory.	

SCANS Competencies and Skills

I. Workplace Competencies

Resources

C-1	Allocates Time
C-2	Allocates Money
C-3	Allocates Material and Facility Resources
C-4	Allocates Human Resources

Information

C-5	Acquires and Evaluates Information
C-6	Organizes and Maintains Information
C-7	Interprets and Communicates Information
C-8	Uses Computers to Process Information

Interpersonal Skills

C-9	Participates as a Member of a Team
C-10	Teaches Others
C-11	Serves Clients/Customers
C-12	Exercises Leadership
C-13	Negotiates to Arrive at a Decision
C-14	

Systems

C-15	Understands Systems
C-16	Monitors and Corrects Performance
C-17	Improves and Designs Systems

Technology

C-18	Selects Technology
C-19	Applies Technology to Task
C-20	Maintains and Troubleshoots Technology

II. Foundation Skills

Basic Skills

F-1	Reading
F-2	Writing
F-3	Arithmetic
F-4	Mathematics
F-5	Listening
F-6	Speaking

Thinking Skills

F-7	Creative Thinking
F-8	Decision Making
F-9	Problem Solving
F-10	Seeing Things in the Mind's Eye
F-11	Knowing How to Learn
F-12	Reasoning

Personal Qualities

F-13	Responsibility
F-14	Self-Esteem
F-15	Sociability
F-16	Self-Management
F-17	Integrity/Honesty

Works with Cultural Diversity

Reference: The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor. *Skills and Tasks for Jobs: A SCANS Report for America 2000*, Tables 1-1 and 1-2, pp. 1-4 and 1-5, and Table 2-1, pp. 2-4 through 2-10. U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

ANSWER KEY

Assignment 1
Staying Healthy: The Role of Exercise, Fitness, and Diet

Questions

1. What are five simple health care rules?

   The rules are get enough sleep every night; eat the right foods; care for your teeth; get plenty of exercise every day; and be kind to your eyes.

2. What are the three things you can do to improve your physical fitness?

   To improve your physical fitness, participate in active sports, get plenty of sleep, and pursue a regular exercise program.

3. How will daily exercise help you?

   Daily exercise will help you maintain peak physical condition.

4. What are four ways in which proper eating affects you?

   Proper eating affects your appearance, the way you feel, what you do, the way you act, and your weight.

Activities

1. Make a list of the habit or habits you have now that should be changed for health reasons.

2. Make a list of the exercises you do during a week. Write down the amount of time you spend at each. Do you think you exercise enough? If not, how could you improve? Explain.

3. Keep a log of the breakfasts that you eat during the week. Do they include whole grains, fruit, and dairy products? Report your record, including ways you could make the meal more nutritious.

Assignment 2
Staying Clean and Maintaining Your Teeth

Questions

1. Why do you need to bathe daily?

   Daily bathing is needed to remove dirt, perspiration, pollution, and bacteria that collect on your body every day.

2. What causes body odor?

   Body odor is caused by the secretions of the apocrine gland.

3. What can soap do to keep you clean and help you smell good?

   Soap removes bacteria, pollutants, and dirt from your body.

4. How often, when, and for how long should you clean your teeth?

   You should clean your teeth at least once a day, in the morning or at night, taking ten minutes to do it right.

5. What is floss used for?

   Floss is used to remove plaque and food you cannot reach with your toothbrush.

Activities

1. Go to the store and find the deodorants and soaps. List five brands of each that you think might be good for you. Why might they be good? Let your parents know which soaps and deodorants you have listed.

2. Write out a personal history of your dental health. Include the following information.
   (1) When was the last time you had a dental checkup?
   (2) Who is your dentist?
   (3) Where can you go for a dental checkup?
   (4) How much does a dental checkup cost?
   (5) What has been done to your teeth in the last two years?

Assignment 3
Grooming Your Skin, Hair, and Hands

Questions

1. What is the best technique for washing your skin?

   Using a clean rough washcloth or a soft complexion scrub pad, massage the soap gently into the skin. Take a little longer on trouble spots. Rinse the skin with clear water until all the soap is off. For extremely oily skin, use an astringent or medicated pad.

2. What foods should you avoid because of their bad effect on your skin?

   Avoid nuts, chocolate, peanut butter, chips, all oily foods, fats, and fatty meals with a lot of fried foods.

3. What are three problems that can be caused by the sun?

   Three problems caused by the sun are sunburn, aging of the skin, and skin cancer.

4. Why does your head need shampooing?

   Shampooing is needed to cleanse the scalp and hair of dirt, perspiration, dead skin cells, and oils that have accumulated.

5. What is the best kind of hairstyle to choose?

   Generally, the best is a simple attractive style that is easy to care for.

6. What is the purpose of makeup?

   The purpose of makeup is to highlight your best features.

Activities

1. Analyze your skin, and list some treatments and products that will be helpful for your skin type.

2. Get a couple of magazines that feature business leaders. Look at their makeup and how hairstyles. How are they different from the way you wear yours? Do you like their look? Why or why not? Report your findings to the class.

Assignment 4
Selecting and Caring for Your Clothes

Questions

1. What three steps should you follow to have a well-planned wardrobe?

   Become conscious of the uses for different clothing. Take an inventory of your wardrobe. Plan additions to it based on your activities and budget.

2. What are the three categories of clothes?

   The three categories are casual, business, and formal clothes.

3. What is a good question to ask yourself when you select clothes for an occasion? What should the answer be?

   Ask yourself, would I wear this to a completely different activity? If the answer is "yes," the clothes you selected may be inappropriate to the occasion.

4. If you are unable to buy all the clothes you need for work, what should you do?

   Be sure to explain this fact to your supervisor.

5. Why are natural fabrics usually more expensive than synthetic ones?

   Natural fabrics are usually used for more expensive clothes. They stand up to more rugged wear.

6. What are the four things to look for when you compare the quality of garments?

   You need to know about fabrics, styles, workmanship, and fit of clothing.

7. Name two things you can do to learn what is in style.

   To learn what is in style, go to the library and read current popular magazines, and inspect display windows that display the latest fashions.

8. What happens to clothes when you throw them on the floor?

   Throwing clothes on the floor wrinkles them and breaks their fibers.

Activities

1. Take an inventory of the clothes in your wardrobe. Make a list of your casual clothes, then list your business clothes. Finally, list your formal clothes. Do you have enough work clothes?

2. After you inventory your wardrobe, develop a plan to balance it. Make a list of things you need first. List the most expensive items first. Did you include clothes for work? Did you include clothes for your youth leadership and professional organizations?

3. Organize you closet according to the five suggestions in this assignment. Get your parents to look at the improvement. Does it make it easier for you to find the clothes you need? Develop a plan to keep your closet organized.

4. Read a book on dressing correctly. After you have read it, list five or ten things you should do to improve the way you dress.

Assignment 5A
Planning Your Wardrobe (for Young Men)

Questions

1. There is an appropriate way to dress for every occasion. Explain why.

   You would not wear the same clothes to a formal dance that you wore to last week's football game.

2. How can wearing the appropriate clothes for an activity help you?

   Wearing the right clothes can save you money because you protect your good clothes, and it can help you make a good impression on other people.

3. What are examples of casual activities?

   Casual activities include going to school, playing games, doing chores, and visiting friends.

4. What do you wear to make a good impression on other people during casual activities?

   To make a good impression on other people, wear your better casual clothes.

5. Why are good shoes important for sports?

   The wrong shoes can damage your feet or ankles, and hurt your performance. Well-made shoes that fit your feet can protect them from injury during sports.

6. Which business suit will get you better results at work?

   How you dress for business depends to some extent on your particular business.

7. What colors are best for business dress?

   The most businesslike suits stay within the grey-to-charcoal color range.

8. Why is it good for salespeople to wear the fashions they sell?

   Wearing the latest fashions will help you sell them.

Activities

1. Take an inventory of your wardrobe, dividing your clothes into casual, business, and formal. Make a list of your activities. Do you have the right clothes for them? What clothes do you need? List them.

2. Look in a sports magazine to see what the people wear who play your favorite sport. List what you see. Describe in detail the shoes they are wearing.

3. Plan to do some detective work this afternoon. Go to the bank and write down a description of how the bank officers are dressed. Then, go to the hardware store and write down a description of the way the salespeople are dressed. What were the differences? Why do they dress differently?

Assignment 5B
Planning Your Wardrobe (for Young Women)

Questions

1. There is an appropriate way to dress for every occasion. Explain why.

   You would not wear the same clothes to a formal dance that you wore to last week's football game.

2. How can wearing the appropriate clothes for an activity help you?

   Wearing the right clothes can save you money because you protect your good clothes. Also, it can help you make a good impression on other people.

3. What are examples of casual activities?

   Casual activities include going to school, playing games, doing chores, and visiting friends.

4. What do you wear to make a good impression on other people during casual activities?

   When you want to make a good impression on other people wear your better casual clothes.

5. Why are good shoes important for sports?

   The wrong shoes can damage your feet and ankles and hurt your performance.

6. Which business suit will get you better results at work?

   If you really want to look businesslike, wear a matching skirt and jacket.

7. What colors are best for a business dress?

   The two best color choices are light grey and medium blue.

8. Is it good for salespeople to wear the latest fashions? Why?

   Yes, when you work in fashion retailing you should wear fashionable clothes. Wearing the latest fashions helps you sell them.

Activities

1. Take an inventory of your wardrobe, dividing your clothes into casual, business, and formal categories. Make a list of your activities. Do you have the right clothes for your activities? What clothes do you need? Make a list.

2. Look in a sports magazine to see what the people wear who play your favorite sport. Write down the list. Describe in detail the shoes they are wearing.

3. Plan to do some detective work this afternoon. Go to the bank and write down a description of how the bank officers are dressed. Then, go to a local department store and write down a description of the way the salespeople are dressed. What were the differences? Why do they dress differently?

4. Go to the library and look in a business magazine. How are the women business leaders dressed? What styles are popular? Write a report comparing the styles you found throughout the magazine. Note similarities and differences.

5. What figure problems do you have? Do you have wide hips, large legs, narrow shoulders, or a short neck? Learn how you can dress to make these less noticeable. Find information in fashion books or magazines. List each problem, and briefly describe a solution for it.

Assignment 6
Your Personality

Questions

1. Explain the term *self-image.*

   Your self-image is the picture you have of yourself.

2. How can a person create a better self-image?

   To create a better self-image, you must get to know yourself better.

3. What is an extrovert? an introvert?

   An extrovert is a person who is outgoing and likes to be with other people. An introvert is quite content with solitary pursuits.

4. When describing personality, what do the terms *dominant* and *submissive* mean?

   Dominant persons tend to want to control other people. Submissive persons do the opposite: they tend to yield, compromise, and let others have their way.

5. What does "having a good attitude" mean?

   A person who has a good attitude is unselfish, shows concern for others, and maintains a positive, cooperative attitude.

6. What does it mean to say that an individual is dependable on the job?

   A dependable person can be counted on to complete tasks at the job.

7. What is foresight?

   Foresight means, literally, seeing ahead.

8. How can you show initiative?

   If you see what has to be done and do it, you show initiative.

9. How do people show that they are closed-minded?

   Closed-minded persons do not try to learn anything that disagrees with their beliefs.

Activities

1. Personality traits are those characteristics that make you different from other individuals. With this in mind, ask yourself how well you like your personality now? How would you like to be in the future? Use the following chart as a guide to compare the present you and the future you.

	Now	*Future*
Attitude		
Courtesy		
Dependability		
Desire to succeed		
Enthusiasm		
Foresight		
Honesty		

2. Discuss the conclusions you came to about Jim Stuart's problem in Case Study 1 and Mary Schneider's problem in Case Study 2.

Assignment 7
Your Image: Choices That Influence How Others See You

Questions

1. What is the key to social awareness, and what does it mean?

   The key to social awareness is consideration.

2. How should you introduce two people of the same sex?

   To introduce persons of the same sex, mention the older or more important person first.

3. When you do not know the proper manners to use, what should you do?

   Watch people who practice social awareness, and learn to practice consideration.

4. On what should you base your decision about drinking, smoking, and using drugs?

   You need to be fully aware of the potential damage you could cause by indulging in any of these habits.

5. What are four conclusions of the U.S. Public Health Service concerning the consequences of smoking cigarettes?

   (1) Cigarette smokers die at earlier ages and are ill more often than nonsmokers.
   (2) Not smoking can prevent health problems.
   (3) Excess disability from respiratory and heart diseases are reduced by not smoking.
   (4) Quitting or reducing smoking is beneficial to health.

6. What are the effects of alcohol?

   Alcohol reduces self-control and learned behaviors, making the drinker aggressive or withdrawn. It can dull sensations and impair coordination, memory, and judgment. It can damage the liver, heart, and brain. Alcohol can kill.

7. Why will grades be important to your career?

   If you want to go to a college or a trade school, good grades can help you be accepted. If you want to apply for a job, they can be a factor in the decision on whether you get the job.

8. How can being convicted of a crime eliminate many job possibilities for you?

   If you are convicted of a crime, you may not be eligible for security clearance in the military, and businesses may not hire you to handle money or valuables.

Activities

1. How important is consideration to you? Of all your family members and friends, who is the most considerate? What can you do to be as considerate as this person?

2. Ask your manager or personnel director to set up a short meeting. Find out what they look for when they hire. Write a report listing how important social awareness, school record, driving record, legal record, and work history are to them.

3. Find out what the drug problems are in your town. Go to a drug treatment or counseling center and talk to the personnel there. Find out what the major problems are. How does the treatment center in your town work? Write a brief report.

Assignment 8
How You Relate to Others

Questions

1. How can you make an effort to slow down your speech, speed it up, speak more clearly, or raise or lower your voice?

   Take the extra effort to become aware of your voice quality. Then, make an effort to slow down, speed up, speak more clearly, or raise or lower your voice. Practice with a tape recorder. Enroll in a speech or drama class.

2. What can you do to improve your word power?

   Read more, and look up words you don't understand. Find out what they mean and how they are pronounced. Take English classes seriously.

3. Name a few things that make a good conversationalist.

   Good conversationalists do these things: Talk about something going on around them. Ask other people their interests. Avoid subjects that create strong feelings. Observe other people they consider to be good conversationalists.

4. Which relationships can be the most difficult? Explain.

   Family relationships can be the most difficult of all, because living together in close quarters brings out the worst in people.

5. What can friends who are different from you offer you?

   Friends who are different provide interesting contrasts, helping you expand your horizons and giving you fresh insights.

6. To sum up, what is the solution to most problems in human relations?

   Seeing the other person's point of view is the answer to most problems in human relations.

Activity

Find a way to record your voice. (If your school has a tape recorder, enlist the help of your instructor.) Make a one- or two-minute recording by reading or talking into the recorder. Then play the tape back. What do you hear? Write a brief summary of how your voice sounds to you and what you can do to improve it.

Assignment 9
Goals for Your Career

Questions

1. How does a career help you to become an individual?

   Your career is the first step toward developing a strong sense of individuality and independence.

2. Why are goals necessary?

   You must know what you want in order to get it.

3. List eight guidelines that can help you put goals to work in your life.

   Set your goals yourself. Use a series of small goals as stepping stones to larger ones. Set a time limit for each goal. Be flexible. Plan alternatives. Avoid excuses. Work hard to achieve your goals. Write your goals down.

4. What is a future?

   A future is what you desire that will make you a productive member of society.

5. What is conflict?

   A conflict is a situation that calls into action two opposing attitudes or loyalties.

6. List three questions that can help you develop guidelines for your personal code of ethics.

   Do I respect the personal property of others? Do I respect the rights of others? Do I respect and abide by the laws?

Activities

1. Decide on your most important future goal. List several smaller goals that will lead you toward your major goal. Set up a time schedule for these goals. Consider two roadblocks that could upset your plans. Develop alternative ways to overcome the roadblocks. Write down this plan, and put it where you can see it every day.
2. Who or what do you think has the biggest influence on your morals and ethics? Is this good or bad? Explain.
3. Discover how you spend your leisure time. Make a list of activities that you do in your free time. What needs to be added to the list that could help you reach your goals?
4. Write a few paragraphs about your future. Explain why and how you think your beliefs and activities will help to shape it.

Assignment 10
Where Are You Now?

Questions

1. Identify the parts of a personal inventory, and explain why an inventory is an important part of the job search.

   Your personal inventory consists of your personal traits, education, skills you have acquired, and the aptititudes you bring to a job.

2. Discuss how academic and vocational education prepare a student for the workplace.

   One of the purposes of education is to cultivate skills that you will use in your career and throughout your life. English courses encourage better writing skills, speech classes develop oral communication skills, and math courses sharpen problem-solving skills. Co-op programs provide actual on-the-job experience that translates into work-related skills. The combination of your academic and vocational studies results in the acquisition of skills that can be used on the job.

3. Explain how personal characteristics affect job performance.

   It is not uncommon for employers to look for specific personal characteristics of job applicants.

4. Explain why knowing the skills you have to offer an employer is necessary for a successful job interview.

   Knowing what you can do well will help you construct a resumé and discuss your assets in an interview.

5. Identify how aptitudes can be used to reach potential.

   Knowing your strengths allows you to move in a career direction that will result in increased job and personal satisfaction.

Activities

1. Construct your own personal inventory, including your educational background, personal characteristics, skills, and aptitudes.

2. After constructing your inventory, discuss what you discovered with a friend. Did your friend agree with your assessment? Did your friend suggest either adding or deleting certain items from your list?

3. Using the *Occupational Outlook Handbook*, research the occupation(s) in which you have an interest. Do the requirements under the "Training and Qualifications" sections of one of your researched occupations match your personal qualifications? What additional learning would you have to accomplish in order to meet the qualifications?

Assignment 11
Your Resumé

Questions

1. What is the purpose of the resumé for the employer? What is the purpose of the resumé for the job applicant?

   For the employer, the resumé provides a way to screen applicants. For the prospective employee, the resumé highlights reasons why he or she should be considered.

2. Identify and explain the content of the standard resumé sections.

   The top of the resumé gives the applicant's name, address, and home telephone number. The summary provides a brief synopsis of the most relevant experience the applicant can offer. The remainder of the resumé substantiates the initial information.

3. Why are "action words" better than passive phrases in a resumé?

   Action words sound energetic and dynamic and convey a sense of expertise without being arrogant.

4. Discuss the purpose of references.

   Information provided by the individuals on your reference list confirms that you are the right person for the job.

5. Explain the benefit of a cover letter.

   Resumés are more likely to be noticed if they have a personal cover letter.

Activities

1. Using your personal inventory sheet, first decide which type of resumé would best reflect your strengths, then construct it. Ask someone whose opinion you value to critique it. Make the modifications after you get his/her feedback.

2. Build a list of references. First, contact the people you'd like to recommend you to be sure that they are willing to participate in your job search. Verify the correct spelling of names, titles, addresses, and telephone numbers.

3. Write a cover letter to a local business where you would like to work. Personalize the letter by addressing it to the individual who does the hiring for the company (you may have to call to get the right name).

Assignment 12
The Interview

Questions

1. What is the purpose of the job interview?

   During the job interview, you have the opportunity to substantiate the information in your resumé or job application. Essentially, you are selling yourself to the employer.

2. List four tips that will help you create a professional image during the interview.

   Dress for the occasion. Give extra consideration to your hair, nails, and general appearance. Prepare for the interview, bringing to it copies of your resumé, references, and the job description. Arrive at the company at least ten minutes early.

3. List ten common questions job interviewers ask.

   (Any ten of the following) What do you know about our company? Why are you interested in this position? How would you describe yourself? Which of your qualifications are most relevant to this position? How will your education benefit you in this job? What are your short-range goals? What are your long-range goals? Why do you want to work for us? What are your strengths? What are your weaknesses? What do you like best about your current job? What do you like least about your current job? What type of salary are you expecting?Why would you consider yourself reliable? Why should I hire you?

4. List four questions the interviewee might ask.

   (Any four) Can you describe the responsibilities of the position? What type of person are you interested in hiring? Are there any opportunities for advancement in the company? Are internal promotions common? How is performance evaluated?

5. Discuss the purpose of a thank-you letter to the interviewer.

   The thank-you letter reminds the interviewer who you are.

6. Describe how to exit a job gracefully.

   Notify your employer at least two weeks before your last day on the job. Supplement your oral notification with a written statement. In the exit interview, you will probably discuss your perception of the organization, but this is not primarily an opportunity to discuss all that was wrong with the business. Instead, it is a chance to cover efficiencies and inefficiencies you witnessed during your employment.

Activities

1. Take an inventory of your closet to see if you have an appropriate outfit to wear to a job interview. Does the outfit you selected meet all the suggested guidelines? How could you improve your image?

2. Working with another student, conduct a role-play in which one of you is the interviewer and the other a job applicant. Use the commonly asked interview questions, as well as the suggested applicant questions. After the first interview is complete, reverse roles. Discuss

how you felt during the interview. Were you more comfortable in the interviewer role or the applicant role? What could you have done to make the experience more positive, from either standpoint?

Assignment 13
What's Expected on Most Jobs

Questions

1. Define what is meant by a company's "culture."

   The culture of a company is defined by the activities that reflect its underlying values—the rules, standards of conduct, and unspoken assumptions.

2. Why is being punctual when you begin work a good habit to develop?

   Being punctual will pay off in a better organized start to each day for you, and it is another way of telling your employer that you're on his or her team.

3. How can you select appropriate work attire?

   A safe rule is to imitate the style of your supervisors, at least until you have determined what is appropriate.

4. Describe what good organization requires.

   Good organization requires you to be familiar with each task required to complete a job, the sequence in which the tasks need to be completed, and how the job will look once you have finished.

5. Explain why courtesy is essential in the workplace.

   As consumers, each of us expects polite and helpful service from the stores and businesses we support. Your courteous behavior extends beyond the consumer to your co-workers and the company's management.

6. Outline the activities that an employee can expect during the first week on the job.

   During the first week you can expect to discuss the company's policies and procedures with your supervisor; review your responsibilities and learn how they further the goals of the company; discuss particulars relating to company benefits, salary, vacation, and holidays; meet your co-workers; tour and become familiar with the company's facilities; watch others performing their work; and learn by assisting others.

Activities

1. During a visit to a local fast-food restaurant, try to define which activities were important to the company by observing the actions of the employees. Did you observe excellent customer service? Was the facility clean and inviting? Were the employees respectful and courteous toward each other? Was the food what you expected? Will you go back again? Why or why not?

2. Describe one of the tasks that you have to perform on a daily basis. (For example, getting ready for school requires that you wake up, get dressed, style your hair, eat breakfast, and meet your transportation.) Do you approach this task in an organized way? What could you do to be better organized and accomplish the task more efficiently?

Assignment 14
How Jobs Become Careers, and Why You Shouldn't Stop Learning, Ever!

Questions

1. How does a commitment to lifelong learning benefit an individual?

   Continuing your education results in increased earning power, better job satisfaction, and a higher standard of living.

2. Explain the differences between a university, community college, and a vocational/technical program in a vocational school.

   A university offers four or more years of academic study in the student's field of choice, or major. Community colleges offer a two-year study program, where core competencies for a job are enhanced by a limited number of electives. Upon graduation students are awarded an Associates degree. Vocational and technical programs focus on acquisition of job skills.

3. Describe what type of student would benefit from vocational/technical training in a vocational school.

   Because students who attend vocational schools are exposed only to skills that pertain to their chosen career, they should already have the related skills or the curriculum might not result in a job.

4. What is the difference between a loan and a grant?

   A loan is an advance of money secured through a contract between the student and a financial institution; loans must be repaid. An educational grant consists of financial assistance that is not repaid by the student.

5. How can skills be learned on the job?

   Skills are learned through a formal on-the-job training program and by watching and assisting your co-workers.

Activities

1. Starting with your entry-level job, map out a possible career path for yourself. What kind of work do you eventually want to perform? Investigate the programs available in your local community, and determine what type of education and training will help you to get where you want to go.

2. By either talking to your guidance counselor or using one of the resources listed in the assignment, research and report on how you might pay for continuing education.

3. Interview an adult friend who has had a successful career. Find out how he or she acquired the skills needed to perform the work. Has your friend's commitment to education and training influenced his/her success? Report your findings.

Assignment 15
Communicating on the Job

Questions

1. Discuss four ways in which people communicate on the job.

   Persons communicate by reading, writing, speaking, and listening.

2. On the job, what are some of the effects of poor listening? List six activities that can help you listen more attentively.

   If you don't listen, customers' needs may not be met, and the sale lost. You may not get your job accomplished as well as you should.

   Six activities to improve listening are:
   Acknowledge the value of the talker.
   Maintain eye contact with the speaker.
   Limit interruptions.
   Concentrate on the ideas presented.
   Periodically summarize the ideas presented.
   Clarify any interpretations.

3. Give examples of how verbal communication is used in the workplace.

   Verbal communication may be used to discuss company policies with co-workers, relay benefits of a product to a customer, or talk about the best place to work.

4. List four common forms of nonverbal communication that convey positive messages.

   Four forms of nonverbal communication that convey positive messages are smiling, laughing, nodding the head, and leaning forward with arms and feet relaxed.

5. What are the standard parts of a business letter?

   Standard parts of a business letter are the name and address of the recipient, salutation or greeting, text, closing, and name of sender.

6. Give examples of how written communication is used in business.

   Written communications used in business include memos, correspondence, instruction, and telephone messages.

Activities

1. In a class or work situation, improve your ability to listen by using the six tips given in the assignment. Note whether or not there was a difference in the way you and someone else understood the information. Decribe which tip was the most effective.

2. Observe a friend or co-worker talking with another person. What kind of nonverbal messages were they sending during the conversation? Did the nonverbal and verbal communication say the same thing, or was the listener getting a mixed message?

3. If you have had a recent opportunity to get good service from a local business, write a business letter to the company complimenting the employee who provided the service. Use the standard format.

Assignment 16
Managing Your Money

Questions

1. What is the first priority of budgeting?

   The first priority of budgeting is to gain control of, or manage, your money.

2. What is meant by a trade-off?

   A trade-off is the sacrifice of one thing in order to gain something else. In money management, it's the choice to buy something you need and forgoing something you want.

3. How can you keep your savings separate from your other money?

   You can keep your savings and other money separate by opening two accounts, a savings account and a checking account.

4. List the advantages of a checking account.

   The advantages of a checking account are (1) a running total of how much money you have on hand, (2) a record of how you are spending your money, (3) cancelled checks that can be used as receipts, and (4) being able to carry less cash.

5. What are gross earnings?

   Gross earnings are the number of hours you have worked times your hourly wage.

6. What is FICA?

   FICA stands for Federal Insurance Contributions Act; it is another name for Social Security.

7. How can you establish a good credit rating?

   You can establish a good credit rating by borrowing a small amount of money from a bank or credit union and paying the loan back soon in a manner agreed on with your loan officer.

Activities

1. Using the "How to Manage Your Money" chart, fill it in for the last week you earned income.

2. Call at least three institutions that offer savings accounts. These may be banks, savings and loan associations, credit unions, or other financial institutions. Ask how much interest each pays on savings accounts. Which one would you prefer to use? Why?

HOW TO MANAGE YOUR MONEY

Total earnings (weekly)	
Withholding	
F.I.C.A.	
Other deductions	
Total take-home pay	

Food	**Weekly**	**Monthly**
Breakfast		
Lunch		
Supper		
Snacks		
Transportation		
Busfare		
Gasoline		
Car maintenance		
Car payment		
Clothes		
Home		
Church and Contributions		
Savings		
Other		
Entertaining		
School supplies		
Hobbies		
Books, records		
TOTAL EXPENSES		

Total take-home pay	
Total expenses	
Discretionary income (what is left to spend)	

Future Needs (fixed)		**Future Wants (discretionary)**	
	$		$
	$		$
	$		$
	$		$

Figure 1

Assignment 17
Stress Management

Questions

1. What is stress?

   Stress is the condition created during stimulus/response activity. It is our physical response both internally and externally to everything going on around us.

2. How can distress affect you physically?

   Distress can cause us to lose the ability to respond in a healthy way, causing illness—such as heart disease, high blood pressure, migraine headaches, insomnia, alcoholism, and drug abuse—or death.

3. What are three of the causes of stress in the workplace?

   Stress is caused by interaction between employees and customers, between co-workers, and between employees and management.

4. What are the three steps time management considers for a task, and how can using time management reduce stress?

   The steps are preparing to perform a task, performing the task, and putting away the work. Time management techniques can reduce stress by helping you avoid unnecessary delays in a task.

5. List three activities that can reduce stress.

   Three activities that can reduce stress are exercise, proper nutrition, and meditation.

Activities

1. Identify two causes of stress in your life. Why are theseevents stressful? Do you suffer physical symptoms that you think are related to these events? Explain what you could do to reduce the stress level of these events.

2. Poor management causes employee stress. If you have had the experience of working with a poor supervisor, discuss why the situation was stressful and how this stress affected the employees. What could have been done to reduce this stress?

3. Use the three steps of time management to accomplish one of the next projects that you are assigned (either at school, home, or work). Did you approach the task in a new way? Report your findings.

Assignment 18
You and Management

Questions

1. Why are personnel issues the primary responsibility of a company's management?

   Management is concerned first with all personnel issues because they affect the extent to which employees help make the business profitable.

2. Define *positive motivation*, and state why it is more effective than punishment.

   Positive motivation is a reward for what you do. Usually, positive motivation has a longer lasting effect than negative motivation.

3. Discuss management's role in regard to discrimination.

   Management must create an environment in which employees are not discriminated against because of their race, sex, religion, or ethnic background.

4. Define *harassment*.

   Harassment is an attempt to torment an individual through repeated remarks or physical contact. Harassment can be verbal, physical, mental, or sexual.

5. Why are employee performance reviews important?

   Performance reviews recognize the activities you do well and offer suggestions on how to improve. They usually affect the awarding of merit increases and promotions.

6. Identify the different ways that a company can compensate its employees.

   Employees can be paid hourly wages, salaries, commissions, bonuses, and tips. Employee compensation may also include paid vacations, health insurance, holidays, retirement plans, and profit sharing.

7. List an employee's responsibilities to management.

   Employees should learn as much as they can and use the learning on the job. They should help maintain a safe and healthy environment. They should earn every dollar and concentrate on giving a 100-percent effort.

8. Explain why management is concerned with productivity.

   Management is concerned with productivity because it affects costs and what customers will have to pay for products and services. This, in turn, affects whether the company has customers.

9. Explain briefly what work simplification is.

   Work simplification is a study of how jobs are done to find ways to make them more productive.

Activities

1. Interview the manager of a local business. What are his/her responsibilities? How does he/she motivate the company's employees? Report your findings.
2. Survey three local businesses to find out their compensation policies. What is the entry-level starting salary at each company? Do they offer any type of health and/or dental insurance? What are their sick leave and vacation policies? When are employees reviewed for merit raises? Report your findings.

Assignment 19
Creating Your Own Success

Questions

1. What three characteristics influence your ability to stand out on the job?

   The influential characteristics are your competence, potential, and attitude toward the job.

2. Explain the 10-percent theory.

   The 10-percent theory is that you can exceed expectations by giving just 10 percent more effort to your job.

3. When has a worker achieved and demonstrated competence on the job?

   Competence is demonstrated by thoroughly knowing the job and each skill required to do it. You meet expectations if you can complete your job tasks, by yourself, within a reasonable length of time.

4. How is learning related to maximizing your potential?

   Learning increases your knowledge and and provides new insights.

5. Why is your positive attitude important to a company's management?

   People, especially managers, like to work with others who display a healthy, positive attitude.

Activities

1. Visit a retail store, and observe how one of the sales assistants relates with a customer. How do the actions of the employee demonstrate his or her attitude toward the job? Note and explain why you would rate the employee as meeting, exceeding, or not meeting expectations.

2. Take a look at your skill inventory. If you are working now, identify the skills that increase your competence on the job. If you are not yet employed, what skills are you developing to increase your potential?

3. Describe ways you can use the 10-percent theory at school, on the job, and in your life.

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